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**A CASE STUDY OF FOUNDATION PHASE TEACHERS' PERCEPTIONS AND
USE OF SCHOOL LIBRARIES FOR TEACHING AND LEARNING IN TWO
PRIMARY SCHOOLS IN DURBAN**

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Dissertation submitted in partial fulfilment of the academic requirements for the degree of
Master in Education

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DECLARATION

I..... declare that

- i) The research reported in this thesis, except where otherwise indicated, is my own and original work.
- ii) This thesis has not been submitted for any other degree or examination at any other university.
- iii) This thesis does not contain other persons' data, tables, graphs, or any other information unless specifically acknowledged as such.
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SUPERVISOR'S AUTHORISATION

As the candidate's supervisors we agree/do not agree to the submission of this thesis.

Supervisor: Dr Marinda Swart

Signed:

Date.....

DEDICATION

TO ALL THE CHILDREN IN THE WORLD

ACKNOWLEDGEMENTS

I express my sincere appreciation to God, my supervisor, my family and friends for their support and encouragement. I am also grateful to all the educational institutions and their staff who participated in the materialisation of this study especially the academics staff members who taught me.

ABSTRACT

School libraries play an important role in enabling quality education. The implementation of the resourced rich and learner-centered curricula in post-apartheid South Africa necessitates FP teachers to use school libraries. Yet, the lack of resourced functional school libraries as well as the under-utilisation of school libraries is a current issue in South Africa. The purpose of this study was to gain a deeper understanding of how and why Foundation Phase (FP) teachers use their school libraries for teaching and learning purposes. It also included exploring FP teachers' perceptions of school libraries. The study was located in two primary schools in Durban, South Africa, each with a resourced school library. This study employed a qualitative research design located in an interpretive paradigm. As a qualitative case study of five Foundation Phase (FP) teachers in two schools, the data was generated using a multi-mode approach. Data was generated through a biographical questionnaire, individual structured interviews and a focus group discussion using on an artefact activity as arts-based method. These data generation methods provided a space for the exploration and interpretation of the participants' experiences of using the school library for teaching and learning purposes. The theoretical framework draws on the attributes of a user-friendly library and a taxonomy of evaluating the use of libraries. The findings reflect that the participants were very aware of the current unequal provisioning of school libraries in South Africa due to the apartheid legacy. The FP teachers were aware of the crucial primary role that the school library played in teaching and learning in the FP yet that it has become secondary due to technological developments. The findings show an organisational culture of reading and library use by both teachers and learners irrespective of a lack of a national school library policy. The FP teachers' reasons for using the school library is also driven by personal, cognitive and affective choices. A key recommendation of this study is that teacher education providers as well as school management teams should invest in ensuring that all teachers' are competent library users.

LIST OF ABBREVIATIONS

ALA	American Library Association
ANC	African National Congress
ASISI	Accelerated School Infrastructure Delivery Initiative
CAPS	Curriculum and Assessment Policy Statement
CISSL	Centre for International Scholarship for School Libraries
DA	Democratic Alliance
DAC	Department of Art and Culture
DBE	Department of Basic Education
FP	Foundation Phase
F	Female
HOD	Head of Department
HSRC	Human Science Research Council
IASL	International Association of School Libraries
IFLA	International Federation of Library Association and Institutions
LCD	Liquid Crystal Display
LIS	Library Information Service
NCLIS	National Council for Library and Information Service
NPEP	National Policy for Equitable provision of Enabling School Physical Teaching and Learning environment
PhD	Doctor of Philosophy
SA	South Africa
RNCS	Revised National Curriculum Statement
UNESCO	United Nation Educational, Scientific and Cultural Organization
USA	United States of America

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CHAPTER ONE

INTRODUCTION

1.1. Introduction

“School libraries, now more than ever, are integral to quality learning and teaching in 21st century schools” (Todd & Gordon, 2010, p.6).

In the above quote Todd and Gordon (2010) highlight the importance of school libraries in ensuring quality education and preparing learners to be competent citizens of the globalised digital 21st century. School libraries can contribute to four important forms of literacies namely reading literacy, media literacy, information literacy and technological literacies (Martins, 1996). School libraries have a major role to play in providing access to education and should therefore be an integral part of the school system and the curriculum (Todd & Gordon, 2010; Hart, 2011).

Transformation in SA since 1994 has targeted access to education for all learners with the vision of strengthening the culture of reading in schools. Part of the transformational agenda has seen the introduction of the new curricula in schools. These curricula are referred to as resourced-rich and learner-centred curricula (Dubazana, 2007; Paton-Ash & Wilmot, 2013). Hart and Zinn (2007) point out that the introduction of resource rich curricula brought about a prediction that more functional school libraries in the country would emerge to develop learners who are information literate persons. Although the school library is an integral part of a school or the hub of the school, a library may exist but may not be utilised or fully explored for teaching and learning (Hart & Zinn, 2007; Gordon, 2016). The focus of this study is to gain a deeper understanding of how and why Foundation Phase (FP) teachers use the school library for teaching and learning purposes.

1.2. Context

In South Africa, researchers conducted several studies about the challenges related to school libraries and many believe these issues affect teaching and learning in South Africa (Hart & Zinn, 2007; Paton-Ash & Wilmot, 2015). As a qualified FP teacher, I thought it would be interesting to understand why and how FP teachers use a school library. Thus, this study is a case study of FP teachers’ perceptions and the use of a school library for teaching and learning

in two primary schools in Durban, each with a resourced school library. An understanding of some of the factors that influence FP teachers to use their school libraries may help to improve education especially for younger South African children. This study is of significance for FP teachers as it would provide valuable information on why and how teachers use the library for teaching and learning purposes. The study is also useful for the Department of Basic Education as it presents a case on how school libraries can be used as a tool for teaching and learning purposes.

1.3. Background

The fast growing world of today looks at how education can contribute to knowledge production in various fields. School libraries as an integral part of the school system have important functions in developing knowledgeable learners (Todd & Gordon, 2010). Nowadays school libraries have been identified as the hub of the school (Hart, 2011) and are transformational spaces (Erikson & Markuson, 2007 cited in Paton-Ash & Wilmot, 2015) thus endorsing the value that a school library offers in terms of quality education. According to the IASC¹ (2003) cited by Hoskins (2006) the use of the school library contributes to developing the personal, spiritual, moral, social, cultural and economic nature of a human. All these types of development emerge through many agencies and methodologies to impart knowledge and skills. According to Scott and Hargreaves (2015) the practice of education occurs through a mix of performances in a society and it is not a concern of one person or agency only. For example, how staff in a school view the school library and practically use the school library will determine the outcomes of teaching and learning. Further, Hoskins (2006) argues that if the national government and educators do not value the importance of school libraries in developing a society, the social barriers will prevail, which according to my view cause poor teaching and poor learner achievement. Libraries should be valuable places to start enhancing teaching and learning in any field.

The Action Plan 2014, Towards the Realisation of Schooling 2025, highlights the necessity to strengthen the culture of reading books in schools (Department of Basic Education, 2010). This endeavour has been necessitated as part of the Education for All campaign and addresses the

¹ International Association of School Libraries

continued low performance of South African learners particularly in literacy and mathematics (Paton-Ash & Wilmot, 2015). To ensure a culture of reading is established in schools requires teachers to be trained in setting up opportunities for reading for learners as well as being able to find material in the library for their own preparation for teaching (Department of Basic Education, 2010). This statement alerts educators to the need for schools to create a culture of reading but also for teachers to improve their competency in teaching. Both these goals require access to a functional school library and using such a library to enable facilitating teaching as well as learning (Du Toit & Stilwell, 2013).

There have been so many voices in South Africa expressing the need for school libraries and library utilisation by both teachers and learners (Paton-Ash & Wilmot, 2013). Although some may argue that teachers do have their own books in classrooms and learners can buy books or have access to books at home, the advancement of technology, the functions of the school library and national outcomes of the school curriculum have changed (Limberg & Alexandrasson, 2003). In SA for example, the implementation of the resourced rich curricula since 1998, necessitates FP teachers to use school libraries. The implementation of resource rich curricula requires having access to school libraries as a reservoir for a variety of print and electronic resources (Dubazana, 2007). However, recent statistics on the status of school libraries in SA in 2011 reflect a bleak picture as only “21% of state schools had libraries, only 7% had stocked libraries and 79% of schools had no library at all” (Paton-Ash & Wilmot, 2015, p.1).

According to Wessels and Mnkeni-Saurombe (2012) school libraries in SA are not what they should be. These authors support the statistics above by noting that South Africa has 28 000 public primary and high schools and only 7.23% of these schools have functional school libraries. They also highlight that teachers are not library users due to the past political agendas and inequalities in teacher training and library provisioning of schools (Wessel & Mnkeni-Saurombe, 2012). In a research study conducted by the University of South Africa (UNISA), it was found that teachers do not fully understand how libraries can support their teaching and learning and cannot yet be fully considered as library users (Wessel & Mnkeni-saurombe, 2012). They also recommended further research in teachers’ use of school libraries, thus the need for this study. Despite the low percentages of schools that have libraries, this study attempted to gain in-depth knowledge about how and why FP teachers use their school library

for teaching and learning in two selected schools that have resourced and functional libraries in Durban, KwaZulu-Natal.

1.4. Rationale

I am a newly qualified teacher. As a student teacher during teaching practice in two different schooling contexts, I became aware that some topics in the FP curriculum were a challenge for teachers and for learners. I also noticed that there were limited opportunities for learners to use the school library, although the library facilities were reasonable meaning that the library had the necessary physical infrastructure and resources. I became concerned about whether teachers were using library facilities available at schools for teaching and learning purposes. Discussions with my fellow student teachers made me more aware that some schools do have resourced libraries but are used as storerooms or for meetings as well as social events with few opportunities of using them for learning and teaching purposes. I was interested to find out if schools that do have resourced libraries actually use them for teaching and learning purposes, how they use the library and why they use their school libraries. Although there are several studies on school libraries, there are limited studies that explore the link between FP teaching and learning and the use of the school library.

My interest in this research topic also stems from working with the recently implemented national curriculum documents referred to as Curriculum and Assessment Policy Statements (CAPS) for FP in South Africa (Department of Education, 2011). In South Africa, the emphasis on quality teaching and learning as well as the new curriculum demands on teachers to contribute to the continuity of their everyday knowledge is forthcoming. The developing of reading and information skills have also been highlighted in the CAPS for FP. How can a teacher develop knowledge without a will to read? How can a learner become a good reader if his/her teacher has limited interest in reading? How can a learner perform well at school if he/she does not have a culture of reading or if learners do not develop information literacy skills?

Naidoo, Reddy & Dorasamy (2014, p.155) citing Zuze and Reddy (2014) state that “proficiency in reading lays the foundation for personal development, and that there is a definite line between reading literacy and educational opportunities and wellbeing”. The CAPS

for FP highlights that learners should progressively become involved in reading books at an earlier stage of development to support their becoming lifelong learners and good citizens of the countries (Howie, Venter, Van Staden, Zimmerman, Long, du Toit, Scherman, Archer, 2006). However, Naidoo et al. (2014) highlight that learners do not have a culture of reading which hinders their access to necessary information and would negatively affect their future academic life. Creating a reading culture requires having access to the library, being library users and setting up opportunities for using the library. I aimed to understand the link between having access to a resourced library and creating opportunities for a reading culture (integrated into teaching and learning) in the school.

1.5. Focus and purpose of the study

The focus of this study is to explore the use of primary school libraries for teaching and learning in a South African context. The purpose of this study is to explore the case of Foundation Phase (FP) teachers' perceptions of school libraries, how they use school libraries and the factors that influence the way they use school libraries. I attempted to achieve this purpose by gaining a deeper understanding of the perceptions of the FP teachers (teaching grade R, grade 1, grade 2 and grade 3) on teachers' use of libraries in South African schools. The study engaged in an exploration of the actual uses of school libraries by FP teachers and it looked at the factors that influence the way the FP use school libraries. There was a conscious decision made to conduct the study in two primary schools that have well-resourced functional school libraries. Well-resourced school libraries refer to a school library with proper physical and digital materials as well as books, which is recognised according to international standards (Paton-Ash & Wilmot, 2015).

I believe that often schools may have well-resourced libraries but they are not utilised effectively for academic purposes related to teaching and learning. Todd and Kalthau (2005) argue that there are few studies on teachers' perceptions in relation to school libraries. This statement then signals a need to engage in research on teachers' perceptions and use of school libraries in specifically the FP schooling viewed as base to all the subsequent education.

1.6. Research questions

Main research question:

How do FP teachers use school libraries for teaching and learning purposes in South African schools?

Sub-questions:

- 1) What are FP teachers' perceptions of the use of school libraries?
- 2) How do FP teachers use school libraries for teaching and learning?
- 3) What influences their use of school libraries?

1.7. Research methodology

This study is a qualitative study within an interpretive paradigm. I made use of a case study design. The study involved five teachers in the FP from two primary schools located in the Durban area of KwaZulu-Natal with well-resourced libraries. I generated data by using biographical questionnaires, unstructured observation, individual semi-structured interviews and focus group interviews. The focus group discussions centred on an artefact activity (as an arts-based method). Each participant presented their artefact on the use of the school library to the group of participants. I provide the methodological design of this study in chapter three.

1.8. Mapping the chapters for this study

Chapter one

Chapter one has served as an introduction to this study. Chapter one firstly covered the focus and the purpose of this study. Secondly, there was an outline of the background and the rationale for the research. Thereafter followed the research questions and research methodology. Overall, these were the features used for the introduction to this study.

Chapter two

Chapter two focuses on the literature review for the study. It provides a discussion of key selected topics such as the significance of developments in school libraries from an international perspective as well as the significance of developments of school libraries in South Africa. Included are policy issues on school libraries and the lack thereof in a South African context. The functions of school libraries, the ethos (aesthetics) of a school library and being a library user are key themes discussed in this chapter. The key debates in this chapter highlight the gaps around the topic and support the need for this study. It also presents the theoretical framework that draws on the attributes of a library-friendly climate (Hart, 2011) and Loertscher's taxonomy for evaluating the use of school libraries (2000) (Hart, 2011).

Chapter three

Chapter three offered the methodological design of this study. The qualitative case study design in an interpretative paradigm is discussed in this chapter. Sampling, the data generation process, how data was analysed using a qualitative thematic approach, ensuring trustworthiness, ethical considerations and the researcher positionality constituted the discussion in this chapter.

Chapter four

Chapter four focussed on the presentation of data and the interpretation thereof using coding procedures integral to thematic analysis. I concentrated on understanding the views of the participants connecting them with the literature and the theoretical framework in order to synthesise their meanings and thus reply to the research questions that guided the study. The chapter commenced by providing a profile of each research participant. This chapter comprised three sections (A, B and C) in response to the three critical research sub-questions for this study.

Chapter five

Chapter five shifts to focus on the key findings and insights of the research study. This chapter is organised around the main question and sub-questions that lead this study, namely the perceptions that FP teachers have of the use of the school library for teaching and learning in a

South African context. In effect, all participants revealed the crucial roles of the school library and showed characteristics of personal affective reasons for using the library as well as introducing innovative strategies to ensure the use of the library. Key recommendations for future research were identified and discussed.

1.9. Conclusion

Chapter one introduced the study on the FP teachers' use of the school library for teaching and learning. It profiled the focus, the purposes, the background and the rationale of the study to help understand what the study entails. In addition, it identified key global and local views about the issues surrounding school libraries in education. Ultimately, there was a presentation of all the five chapters in the study. In conclusion, the use of school libraries may be a door for both lifelong learning and skills improvement. The library can offer valuable opportunities to lay the foundations for developing everyday knowledge and it enables possibilities to develop a lifelong learning spirit for learners and teachers.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

The previous chapter provided the focus, purpose, background, rationale and research questions that guide this study on FP teachers' perceptions and use of school libraries. The rationale for this study was presented against the background of the researcher's own personal-professional experiences of the use of school libraries for teaching and learning. The motivation for this study outlined in chapter one was also embedded in key national and international trends to highlight the phenomenon of the use of school libraries. The study took place in two urban primary schools with functional school libraries in the city of Durban.

This chapter focuses on the literature review and theoretical framework for this study. The purpose of the literature review is to explore previous research studies done on the topic. It also highlights what other researchers have found that may help to provide insights as well as identifying gaps in existing literature. The literature review helps to highlight key issues and trends about one's research topic (Omrod & Leedy, 2005). The literature review gives an opportunity also to find out how other writers handled their research in terms of methodology, exposing unfamiliar data as well as revealing various ways of data analysis (Omrod & Leedy, 2005). The review of the literature provides an opportunity to identify the gaps and limitations about a given topic (Vithal & Jansen, 2008). In the case of this study, it is the use of the school library by FP teachers.

The first section of this chapter commences with a discussion about the significance of developments of school libraries internationally and nationally in SA and the academic functions of school libraries. These trends in school libraries has a direct influence on how FP teachers view school libraries in South African and how they use their respective libraries for teaching and learning purposes in the FP. Section two provides contextual information about the policies on school libraries in South Africa. Included in this section is a discussion on the requirements of the CAPS for FP with specific focus on the integration of the library for the FP. Section three of the chapter provides the theoretical framework on the attributes of a library-friendly climate and Loertscher's taxonomy for evaluating the use of school libraries

(2000 cited in Hart, 2011). A framework assist in a process of creating tools to guarantee coherence, order and important conceptualisation in a research study (Leshem & Traffords, 2007).

2.2 Section A: International and national perspectives on school libraries

2.2.1. Significance of trends and developments in school libraries: An international perspective

The recent trends and development in school libraries both internationally and nationally highlight the importance of having resourced school libraries for FP.

School libraries are set to be the foundation of the 21st century school today (Kuhlthau, 2010). School libraries are important in terms of supporting teaching and learning globally. Several research studies have described how the organisation and function of the school library has changed over the last few decades (Paton-Ash & Wilmot, 2015; Dubazana, 2007; Heit 2009). For example, Dubazana (2007) states that there has been an evolvement of libraries from being a collection of materials to a well-designed learning facility of diverse resources and information intended to be used. Erikson & Markuson (2007) underscore the evolvement of libraries as, “A well designed school library weaves the virtual and physical learning space, the human and technical interventions into an informational transformational home base for every learner” (p.x).

Libraries as transformational spaces require a re-organisaion of library spaces and re-thinking of the functions of the library. With the advancement of technology in the 21st century, school libraries have moved from having books (fiction and non-fiction) on shelves to becoming more advanced media centres. This shift involves an increase in available non-book diverse formats of digital media to gain information, for example computers for internet searches, electronic books, online-resources, and audio-visual materials to support teaching and learning (Paton-Ash & Wilmot, 2015).

School libraries have the potential to offer various kinds of knowledge and skills to develop amongst others the capacity of promoting critical thinking in learners that can impact positively

on their performance in the classroom and later on in life (Kuhlthau, 2010). The school library has the power to display and make information accessible to both teachers and learners in terms of new knowledge acquisition depending on the resources' quality, availability and approaches used to expose learners to these resources. Othman (2012) argues that a learner creates knowledge through interacting actively with the information he/she finds. However, research studies highlight that an important condition for using and learning in libraries is that learners are guided by a team of people in their search and inquiry. The team includes the school librarian and the subject teacher(s) (Kuhlthau, 2010).

The shift to use the school library to develop information literate people has also been in the spotlight. For example, Probert (2008) points out that there is an overwhelming amount of information that needs to be found and processed. Huvila (2011) argues that information literacy tends to signify membership in an information society. Therefore, there is a need to develop such skills that are vital to all in order to cope with the modern age. It is argued that there is a need to start developing information literacy skills at a young age. The above arguments reflect the need to understand how FP teachers and learners use the school library to develop specific skills and knowledge.

2.2.2. Significance of trends and developments in school libraries: A national perspective

Hart and Zinn (2007) point out that the event of a new democratic South Africa in 1994 brought hope of change in the education system. Included in the agenda of educational transformation came the introduction of a range of new curriculum policies such as Curriculum 2005 (C2005) and its revision, the Revised National Curriculum Statement (RNCS) and more recently the Curriculum and Assessment Policy Statements (CAPS). As indicated in chapter one, these curricula are also referred to as resource-rich curricula (Paton-Ash, 2013). Hart and Zinn (2007) pointed out there was a prediction and a hope that more school libraries in the country would emerge since the curricula shifted to developing learners who are information literate persons capable of doing research, working independently and thinking critically.

Although a number of initiatives in the development of school libraries have emerged over the years (Paton-Ash & Wilmot, 2013) it has not proven to be sufficient for quality education. Minister Angie Motshekga as head of the Department of Basic Education in SA reiterated during the launch of the Mandela libraries campaign the need to ensure that by 2019 school libraries would no longer be an issue in South African schools (Department of Basic Education,

2015). This declaration alert to the importance for the need of well-functioning and well-resourced school libraries. This was viewed as a welcoming plan considering the slow developments in school libraries in SA. Paton-Ash and Wilmot (2013) provided a useful outline of the developments and provisioning of school libraries in SA between 1994 and 2012 by drawing from various literature sources in this field of investigation. This outline also showcases the reactions by various organisations to the slow developments in the provision and resourcing of school libraries. As researcher, I extracted the key developments from Paton-Ash and Wilmot's (2013) table to show the state of school libraries, the impact of apartheid, the link of literacy and school libraries and advocacy for school library improvement. This aims to highlight the attempts made by the population of South Africa to alert the authorities to the issue of school libraries so that they could become more pragmatic by facing realities on the ground in comparison to other developing countries in ensuring quality in education. These events have a direct influence on school library provisioning and its use by FP teachers and learners.

- In the 1997 *School Register of Needs* the government estimated that eight million out of twelve million learners were recorded as not having access to libraries.
- In 1999 the Human Science Research Council audit provided evidence of the many non-operational school libraries in South African schools as the library was administered by a teacher who had a full-time teaching workload.
- In 2002 the Department of Education School Library Unit was closed.
- In 2002 the Directorate of Education Library and Information Technology Services (ELITS) drew up its own school library policy in Kwazulu-Natal (Hart & Zinn, 2007).
- In 2004 the White Paper on Education denounced the quality of books in school libraries as insufficient to support the resource based learning required by the new curriculum (Revised National Curriculum Statements) at the time. The White Paper also called for improved information and communication technologies to ensure a transformation in teaching and learning in schools. This call had support by the introduction of information literacy guidelines to schools to support the curriculum requirements.
- In 2007 the National Education Infrastructure System (NEIMKS) report released the statistics on school libraries that were operational. The report findings indicated that 7,23% of public school libraries were operational with 13,47% not appropriately supplied.

- In 2009 several actions occurred that reflect an increased awareness of the status of school libraries in SA. The Equal Education movement and the CREATE Education Roadmap highlighted the lack of resources such as libraries and campaigned for the provisioning of resourced school libraries. In September of this year 3000 students marched to Cape Town City Hall with 65 000 people signing a petition calling for a national policy on school libraries. This march resulted in certain members of parliament requesting Minister Motshekga to provide a report on the current state of school libraries and steps taken to address problems in this area. The Report of the Task Team for the Review of the Implementation of the National Curriculum Statement of October made reference to the importance of provisioning of books in schools but provided no recommendations as to how this would be achieved. The Minister of the Department of Basic Education stated that the sixth draft of a school library policy was recently finalised.
- In 2010 the lack of action taken by the Department of Basic Education in terms of ensuring functional school libraries in SA resulted in more pressure for answers from members of parliament. The interrogation was around how many functional school libraries there were, what constituted functional libraries, what plans and timelines were in place to provide all primary and secondary schools with an adequately equipped library and a trained school librarian. Between July and August of 2010 more aggressive actions were taken by people as part of the EE campaign to emphasise the urgency of the state of school libraries in SA. In July, 5000 people fasted and in August, 10 0000 learners wrote postcards to government leaders. Letters from 100 educational leaders worldwide to President Zuma supported this action.
- In 2011 several marches took place as well as letters from various stakeholders voicing their frustrations and demanding action to be taken to ensure functional school libraries. The international debate on School Libraries in SA initiated by Wits University was a key event where the status and challenges of school libraries in SA in relation to the EE campaign were discussed. The Gauteng Education Department also took the initiative to launch the Showcasing School Libraries which highlighted schools with functional libraries and the value of such libraries for teaching and learning.
- In March 2012 the National Guidelines for School Library and Information Services were adopted. This meant that at least there were agreement about some guidelines to follow. It was hoped that the guidelines would pave the way a national school library policy.

Looking at the above events in terms of the development of functional school libraries in SA it is clear that it has taken so long to get to the present status of school libraries. Yet there are still many issues surrounding school libraries' provisioning and functionality. Several authors have noted that despite the above events there is no national policy for school libraries in SA (Hart & Zinn, 2007; Paton-Ash & Wilmot, 2013, 2015). Considering that there is no national school libraries policy in SA, a key question related to my research study, is how do FP teachers' use their libraries and what influences them to use the libraries in the way they do?

The status of school libraries in SA links directly to curriculum developments. The development of the new curricula necessitates teachers and learners using the library for teaching and learning (Hart, 2014, 2006). Hart & Zinn (2007) noted that learners started to frequent public libraries due to the lack of resourced or functional school libraries. The government has tried to materialise the development of new school libraries to respond to the many calls in the new democratic South Africa. One campaign as an example is the National Council for Library and Information Service (NCLIS) project to develop the Library and Information Service (LIS) transformation charter of 2008 and its focus on addressing the slogan One School One Library One Librarian campaign (Hart, 2014). This study on FP teachers' use of school libraries provided insight into the nature of the functions of the school library and how these teachers used the school library to support the FP curriculum.

2.2.3. Policy issues on school libraries

The policies on school libraries in South Africa remain a contentious issue that impact on education. This section provides a discussion of the status of school library policies in SA, and then shifts to discuss the library requirements of the most recent national Curriculum and Assessment Policy Statements (CAPS) for FP.

2.2.3.1. School library policies

As indicated in the section above about the trends and developments of school libraries from a national perspective there has been a number of recent developments towards the event of a national policy for school libraries. Paton-Ash and Wilmot (2015) indicated that "there is no

national policy for school libraries which compels school governing bodies and principals to have a library in their schools” (p.1). At present the South African National Guidelines for School Library and Information Services adopted in 2012 are used as guidelines for school libraries nationally (Department of Basic Education, 2012). Mojapelo and Dube, (2014) point out that not having a national policy is problematic for the provisioning and functioning of school libraries in the country. Not having a national school policy weakens the uniformity of school libraries nationwide as each province relies on its own beliefs about the function of the school library. This case study research provides insight into some of the beliefs or perspectives of FP’s of school libraries in South Africa.

Moving closer to the location of this study that is in the city of Durban located in the province of Kwa-Zulu Natal, I discuss the developments in school libraries in this province, which has its own school library policy namely the Kwa-Zulu Natal School Library Policy (Du Toit & Stilwell, 2013). Le Roux (2002) as well as Mojapelo and Dube (2014) confirm that each province was allowed to make their own school library policy. The purpose of this school library policy is to guide the creation of new school libraries and to help qualified librarians maintain these school libraries’ infrastructures in an expected productive way to ensure quality education in schools. The province of KwaZulu-Natal took the initiative to design their own policy in spite of difficulties in funding, demography and distance and the huge number of schools in rural areas without adequate services (Hart & Zinn 2007). It can also be argued that this policy initiative reflects the province’s interest in school libraries which can serve as a starting point for improving the quality of teaching and learning in the province. This study on FP teachers’ perceptions and use of school libraries gained insight into how the school library in two urban primary schools was used for curriculum integration as required by the CAPS policy for FP.

2.2.3.2. CAPS for FP: Implications for teaching and learning

The current national curriculum namely the CAPS stipulates the curriculum and assessment in the FP in schools and includes Languages, Mathematics and Life Skills. Life Skills is one of the main subjects in the FP which comprise creative arts, physical education, personal and social wellbeing (Department of Basic Education, 2011). Mention is made in the Life Skills CAPS document that the library should be used for finding information and story books on specific themes. Drawing from the CAPS Home Language document (Department of Basic

Education, 2011) for FP the following table (see figure 1, p.15) briefly displays my understanding of the development of reading literacy skills in the mentioned phase.

Table 1 Table of activities to develop reading literacy

Knowledge	Skills	Values
Phonics	Sound blending	-Oral expression -Communication
Writing	Letter formation Hand writing	-Writing expression -Communication
Vocabulary	Speaking	-Communication -Oral communication -Writing expression
Grammar	Language structure	-Oral expression -Communication -Writing expression
Look and say	Sight read	-Ability to recognise sound of words

The Languages CAPS mentions that the library should be used for shared, group, independent and paired reading as well as phonics activities drawing on a variety of available text such as magazines, comics, fiction and non-fiction books from different cultures (Department of Basic Education, 2011). Dubazana (2007) states that SA education policies such as the curriculum policies provide a strong rationale for the integration of the school library into the curriculum as in the case of this study, the FP curriculum. Curriculum integration in this sense alludes to the use of the school library and in this context to support teaching and learning (Hart, 2011). However contextual realities in schools influence how teachers, learners and librarians understand and implement the curriculum using the school library.

Considering that CAPS is recognised as a resource rich and learner centered curriculum (Dubazana, 2007) as indicated previously, the mention of *'library'* or *'information'* or *'information literacy'* in the CAPS for the three subjects in the FP is missing or rather limited. Mojapelo and Dube (2015, p.43) says “However, it appears as if CAPS makes no reference to the use of library-based resources in supporting teaching and learning”. What does CAPS refer

to when they propose for example that the library should be used for reading activities? Could it be a situation of teachers taking books from the library to use in the class?

Two issues needs consideration in this study that derives from the above arguments on the need for the integration of the CAPS FP curriculum with the school library. Do FP teachers actually use the library to support their teaching? Why do they use the library, in other words what personal and contextual factors informs their decisions to use the library? At this juncture, it is important to focus on some selected functions of the school library.

2.2.4. The functions of school libraries

There is a clear link between the functions of a school library and how one uses it for teaching and learning purposes. The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips learners with life-long learning skills, develops their imagination and enables them to live as responsible citizens (Batiancila, 2007). As indicated in chapter one Hoskins (2006) citing IASL (2003) states that the use of the school library contributes to developing the personal, spiritual, moral, social, cultural and economic nature of a human. Erikson and Markuson (2007) capture in a powerful manner the functions of a library as informational, transformational and formational.

In focusing on the topic of this study, namely to understand FP teachers' perception of the use of the school library for teaching and learning, this section provides a discussion of some selected functions of the school library namely the library space as a flexible and multi-functional space developing information literacy as well as reading literacy.

2.2.4.1. Library as a multifunctional space

The library is a place where many activities can occur to support formal teaching and learning and should therefore be a multifunctional flexible space for both teachers and learners (Erikson & Markuson, 2007). Activities that are common to the library are reading, selecting books, using internet facilities, making photocopies and worksheets which are context specific. In

other words, the resources and facilities in each school will determine what activities take place in the library. Since the library has been seen as a centre of teaching, the space set up, collections and equipment have been ameliorated (Paton-Ash & Wilmot, 2015) but it is also important that teachers and learners use the resources in the library. Researchers have alluded that just having a resourced library does not necessarily mean that the library will be used. Attractiveness, comfort and space in libraries have been identified as three key factors to draw users to the library (Dubazana, 2007; Erikson & Markuson, 2007). School libraries have also been viewed as spaces where socialisation happens such as meetings (Aabo & Audunson, 2012).

Erikson and Markuson (2007) contend that the library is a place where students learn to use technology as a tool to explore the world of knowledge. Learners need to become life-long learners, who can not only find, but also sort and critically use large amounts of information from electronic sources, not all of which are necessarily reliable, useful or up-to-date. This has implications for the library collection (Valenza, 2010 cited by Paton-Ash & Wilmot, 2015) as well as the school librarian, for both must be ready for a wide range of new and ever-changing technologies. Library collections need to be diverse in terms of subject matter in order to cater for the needs of all learners and to attract existing and new users. In the case of books, this would mean fiction and non-fiction of differing levels to cater for very able learners to those who struggle to read; as well as books in formats attractive to learners, especially non-readers, such as graphic novels, comic books and e-books. Non-book materials in the collection would include magazines, computers, audio-visual items such as audio books, DVDs, music, online resources, digital resources and games in board and electronic formats (Bolan, 2009). The myriad library collections illustrated above requires that learners and teachers are competent in accessing and using such collections for information.

2.2.4.2 Information Literacy

Governments across the globe have started to initiate developing learners' information literacy to ensure information literate persons for the 21st century (Philip, 2002). Information literacy refers to the development of skills to find relevant information using diverse library formats (Monroe, 2006). Information literacy is a constituent of the library curriculum which accounts for how to find, interpret and analyse information (Montiel-Overall, 2005). Information literacy also supports the development of a culture of reading that helps to uplift learners'

ability to analyse circumstances, to think and expose them to the universe (Ilogho, 2015). Information literacy education, according to Hart and Zinn (2007) is “widely accepted to be a specific mission of school librarianship” (p.89).

The Department of Basic Education of South Africa in an attempt to heed to this international action campaign has emphasised in the various curricula such as Curriculum 2005, Revised National Curriculum and the most recent CAPS, the development of literacy skills. One of the critical outcomes of learning places emphasis on developing information literacy skills (Department of Basic Education, 2012, Wilmot-Ash & Paton, 2013). The link between the development of information literacy and school libraries is often not clear (Wilmot-Ash & Paton, 2013). Hence, this study on FP’s perceptions of FP teachers on the use of libraries contributes to revealing if they are conscious about the importance of information literacy. Furthermore, it assisted in gaining knowledge of whether or not FP’s teachers use the library for the development of information literacy skills.

2.2.4.3. Reading literacy

Reading literacy is all about developing learners’ skills to read and develop a culture of reading. The national reading strategy in SA aims to develop a culture of reading (Department of Basic Education, 2008) with a promise to assist learners in grade R- up to grade 1 with books that they can take home as well as providing a list of recommended resources a teacher should have to assist with reading literacy. This mentioned guidelines on *Teaching Reading in the Early grades* state that there is not only one way to teach reading that can be recommended to teachers as learners are different. Therefore, it is suggested that the teachers use their common sense to deal with the matter of developing reading skills (Department of Basic Education, 2008). One possible method for developing teaching reading is by using the library. The FP requires opportunities for shared reading, independent reading, and paired reading as well as the development of writing skills, spelling skills (phonetics) and grammar (Department of Basic Education, 2011). Williams, Wavell & Morrison (2013) point out that habitually the main roles of school libraries has always been to develop reading skills. The national focus on developing reading skills is an active strategy but the implementation thereof is dependent on the building of more functional school libraries as well as ensuring access to a functional library.

The definition below explains what one would expect for reading literacy:

“Reading literacy is the ability to understand and use those written language forms required by society and/or valued by the individual. Readers can construct meaning from texts in a variety of forms. They read to learn, to participate in communities of readers in school and everyday life and for enjoyment” (Mullis & Martin, 2015, p.12).

The above definition shows that reading literacy implies many other skills like comprehension and writing skills in a manner that the concerned individual can translate what was read correctly in all circumstances of life. Martin, Conde, Mendinhos, Osorio and Martin, (2013) asserts that the school library can contribute to the improvement of reading but that certain conditions needs to be in place. Conditions include having easy access to the school library, setting up strategic activities for reading and ensuring that learners are familiar with the services offered by the library and how to access such services. The school library should ensure that reading material meets the needs of the learners and there should be sufficient space for reading (Mhlongo, 2012). Therefore, there is a need to understand the conditions that are in place in the research schools to support the development of reading literacy. It was also important to gain insight into what strategies are in place to develop reading literacy and encourage learners to use the library for reading purposes.

2.2.4.4. Being a library user

The level of school library use is not only determined by the kind of resources and having access to such resources but also how the user engages in using the library. Anyira (2011) highlights, “The most crucial component of the 21st century library is the user” and “primarily exists to satisfy the user” (p.1). Aina (2004, cited in Anyira, 2011) sees the term "user" to include all those who avail themselves of the services offered by a library. In the case of this study, the user would be FP teachers and learners. Library users need to be educated about the services that the library offers as well as how to use the library. Users also need to have the correct attitudes and beliefs about the value of the school library (Hart, 2011). Wessel & Mnkeni-Saurombe (2012) as well as Paton-Ash & Wilmot (2015) affirm that teachers in SA are not library users due to the past political agendas and inequalities in teacher training and library provision of schools.

Research indicates various reasons why people use the library. The tendency to use a library is influenced by what is provided in the library, having access to the library resources and satisfying different needs of the user (Anyira, 2011; Hart, 2011). Personal self-development for self-enrichment and career development such as keeping up to date with current issues and for research purposes has been identified as key reasons why people use the library (Anyira, 2011). This study considers the various factors that provide reasons why teachers and learners are library users.

The key debates outlined in Section A, provides insight into the value of the school library for various teaching and learning purposes. Various factors influence how they library is used and for what purposes. Some of the factors include material and human resources, the attitudes and beliefs of the library users. However, there seem to be an assumption that if resources are in place, that both teachers and learners would engage in effective use of the school library.

2.3. Section B: Theoretical framework

A theoretical framework is a presentation of researchers' coherence of different ideas. It assists in finding an approach that supports the design of the research (Leshem & Traffords, 2007). The attributes of "library-friendly climates" and Loertscher's taxonomy of evaluating the use of school libraries (2000) as outlined by Hart (2011). Hart (2011) designed a list of useful attributes of 'library-friendly climates' from various international research studies. Hart (2011) argued that although measures such as the library infrastructure, budgets and other library assets are important features for the effective use of the 'library friendly climate' in the school library there are other important criteria or features for the quality use of the school library. These attributes are by no means a checklist of measures but offer some features that provide a clearer understanding of how the library space should be organised to ensure a good space for teaching and learning purposes.

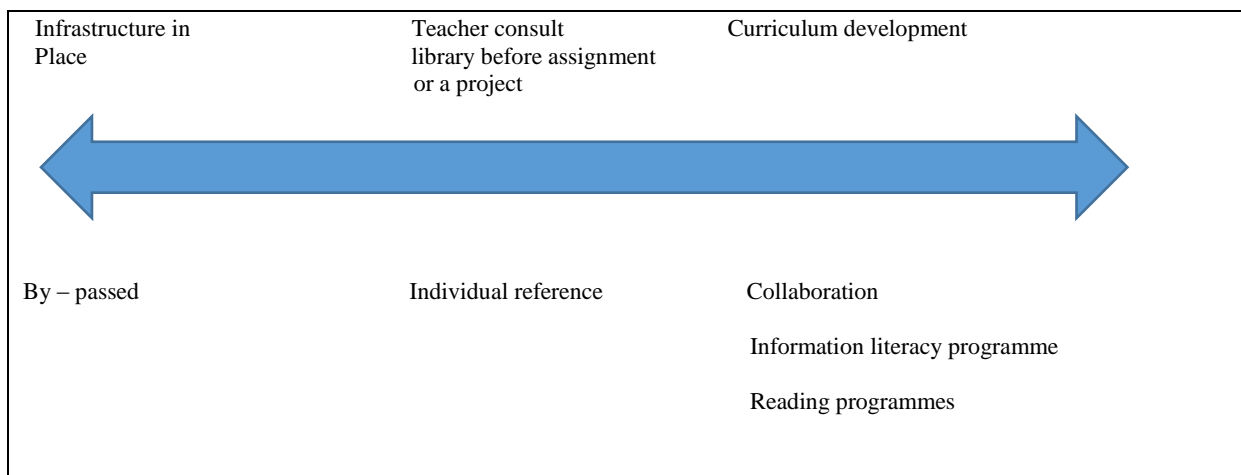
The features for a 'library friendly climate' according to Hart (2011) are:

- 1) Principals and teachers should recognise the school library as a center of teaching and learning in the school.
- 2) The school library must play multiple functions for the survival of the school.
- 3) There is a need for collaboration among teachers in the school who agree on a learner-centered method of teaching.
- 4) There is explicit mention of the development of information skills in policies of the school.

- 5.) Flexible time schedules to allow teaching of information skills that assist learners to cope with lifelong learning.
- 6.) Continuous communication between teachers and the school librarian to plan teaching throughout the academic year.
- 7.) A librarian that is viewed as a teaching staff member.

The second framework draws from the work of Hart (2011) that adapted the elements of Loerstcher’s (2000) taxonomy of school libraries. This taxonomy is a useful flexible tool to measure successful school libraries along a continuum ranging from a school library that is not involved (no or limited meaning) in the school to a highly involved (meaningful) library that is crucial to the life of a school. According to Hart (2011) clarifying the content of what Loerstcher put in his taxonomy, claimed that Loerstcher (2000) saw an advanced school library as a school library that addresses the curriculum. Hart (2011) pointed out that such a school library is very powerful when there is collaboration among educators who would deal intensively with information skills as well as instruction and reading programmes. Below there is an image of taxonomy of school library use adapted by Hart (2011, p.7):

Figure 1 Taxonomy of school library use adapted by Hart (2011)



In the above image, Hart (2011) provides elements of the taxonomy designed by Loertscher (2000) to distinguish the value of a school library in terms of its performance and visions in the school.

The ascending hierarchy of elements on eight levels ranging from no involvement to full involvement of the school library are:

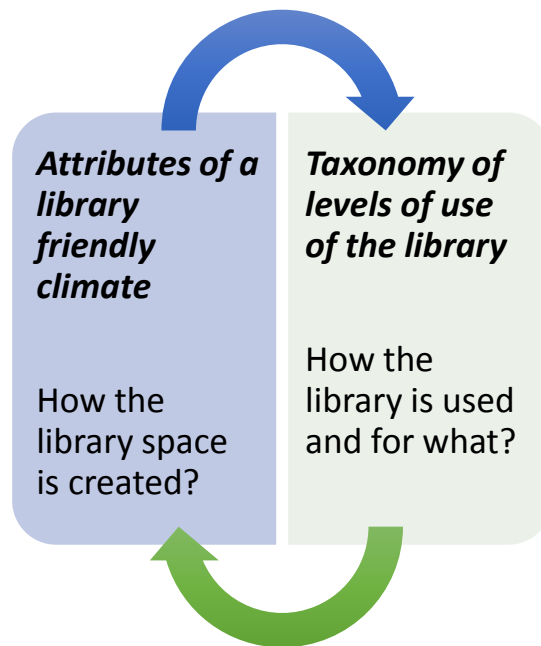
- 1) The infrastructure of the school library is in place.
- 2) The school by pass the school library.
- 3) The teachers use the school library before assignments or projects – thus for planning and preparation of materials and resources.
- 4) The school library use is limited to individual reference only
- 5) Curriculum development of the school is supported by the using the school library.
- 6) There is collaboration between various stakeholders in the school.
- 7) The library is used for information literacy programmes.
- 8) The library is used for reading programmes

These elements offer a continuum that can stretch from non-interesting library having infrastructure but bypassed to not addressing the curriculum or used at all to a meaningful school library that addresses and integrates the curriculum supporting information literacy programmes, reading programmes and collaboration between staff and students. The various elements offered by these two frameworks on user friendly libraries and taxonomy of library involvement in the school were used as a lens for the analysis of data and findings on FP teachers' perception and use of their respective school libraries for teaching and learning.

I found the above two theories useful as a theoretical framework for my research as they guided my decisions about the creation of research design such as designing the data generation tools, data analysis and the conclusion of the findings.

The image below is a schematic representation of the two theories that form the theoretical framework for this study. It represents the attributes of a library 'friendly climate' to understand how the library space supports (or not) the teaching and learning process and the taxonomy of levels of use of the library to gain insight into how the library is used and for what purposes.

Figure 2 Schematic representation of the theoretical framework



2.4. Conclusion

In this chapter, I provided a review of selected literature relevant to the topic. The importance of libraries in terms of supporting teaching and learning from both international and national perspectives were offered. Library developments in SA and specifically the lack of a national school library policy were discussed. This was offered as backdrop to understanding the library requirements of the CAPS for FP. The disjuncture between policy provision and school library development were highlighted. The discussion of selected academic functions of the school library for teaching and learning purposes highlighted the need for the library to be a transformational space with informed users. I outlined the theoretical framework drawing on features of a user friendly library (Hart, 2011) and Loertchers' (2000) taxonomy of evaluating the use of a library in a school (adapted by Hart, 2011). The next chapter discusses the design of the research, which is qualitative case study approach within an interpretive design.

CHAPTER THREE

RESEARCH DESIGN

3.1. Introduction

In the previous chapter a discussion was provided on trends in school libraries internationally and particularly in South Africa as this study is located in a South African context. The developments in school library policy in relation to the curriculum policy, CAPS for FP were discussed as a policy that guides teaching and learning for this phase. Selected functions of school libraries were highlighted. It also presented the theoretical framework for this study that draws on the attributes of a library-friendly climate (Hart, 2011) and Loertscher's taxonomy for evaluating the use of school libraries (2000 cited in Hart, 2011).

This chapter three discusses the research methodology and design. The chapter features the research design, which includes the qualitative approach within an interpretative paradigm. The methodology in this research involves a case study of teachers in the FP on their perceptions and use of the school libraries in two primary schools of Durban. Research methodology gives ideas about how one can construct acceptable research. Research is a systematic way of collecting, analysing, and interpreting information data in order to increase our understanding of the phenomenon about which we are interested or concerned (Ormrod & Leedy, 2005). It is good to understand the phenomenon (use of school libraries) one intends to study in order to achieve an acceptable and trustworthy academic research. In addition, I outline the sampling procedure including the participants followed by a description of the methods of data generation and analysis. This study employed qualitative thematic analysis of the data. I also provide measures to ensure a trustworthy and ethical study. A discussion of the researcher positionality, limitations as well as challenges of this study are discussed.

3.2. Qualitative approach

The research topic dictated the methodological approach and the type of data that a researcher will be working on within a study. If data involves numbers, the methodological approach to use must be the quantitative method. On the other hand, if the research explores words the

methodological approach to use should be a qualitative method approach to research (Creswell, 2014). According to Silverman (2005), qualitative research interprets lived accounts and stories of participants in the research. Vithal and Jansen (2008) highlight that a qualitative design involves an exploration of certain experiences in the social world. A qualitative approach is therefore suitable for this study as it focuses on exploring the FP teachers' perceptions and use of school libraries for teaching and learning – thus their experiences in the social world. Qualitative approach involves a thick rich description of the research context and the participants (see 3.5 below). It is a concise presentation of long citations, which, result from the interview between participant and the researcher (Ponterotto, 2006, 2013).

3.3 Interpretive paradigm

The paradigm is a set of views of a certain group on certain matters of life in the universe, which differ in contexts to portray ontological concepts (Gilbert, 2008). People interpret things and events according to their experiences and cultures. Thus, it is possible to have different opinions and beliefs depending on traditions and habits of each group of people. This study explores the perceptions of FP teachers' telling of views or opinions about a phenomenon in society (Kumar, 2011), the use of school libraries. In the multiples set on which empirical studies take foundation, the researcher chose to use the interpretive methodologies notably the interpretive paradigm. The interpretive paradigm is interested in subjective matters based on what an individual has experienced given a time line of life therefore an integral grip from the inside of the person being investigated is to handle with tact according to Cohen, Manion and Morrison (2011). The researcher chose two schools with resourced school libraries for the study of the phenomenon of the use of the school library by the FP teachers. Corbin and Strauss argue that interpretation signifies that the researcher comprehensively translates a report as expressed by the participant (Corbin & Strauss, 2008). Similarly, Maree (2007) also states that interpretive studies try to comprehend phenomena by making use of the significance that people give to them. Locating this study in the interpretive paradigm, allowed me to design the focus and individual interviews to make meaning of the FP teachers' perceptions and experiences in relation to school libraries' use.

3.4. Case study

A case study is a research approach used to investigate a phenomenon in its natural contextual settings (Sarantakos, 2005) using a variety of data sources that allows for multiple features of the phenomenon to be revealed (Yin, 1984; Baxter & Jack, 2008). In this study a variety of different methods of data collection such as a biographical questionnaire, unstructured observation, semi-structured interviews, focus group interviews involving artefact activities were used to explore the phenomenon of the use of school libraries from different angles (Maree, 2007). Baxter and Jacks' (2008) research on a qualitative case study methodology shows that any case study design should consider certain principles such as identifying the case, stating what binds the case, identifying the type of case study, focusing on the how and why questions in the phenomenon and the philosophy of the researcher. Rule & John (2011) add that the criteria of a case study design is that this type of research should keep the case open. In adherence to these principles the case in this study is five FP teachers. A key factor that binds the case is that the teachers are teaching in either one of grades R, 1,2 or 3. The FP's teachers form a single case with embedded units (Baxter & Jack, 2008) as this allows the researcher to explore the case (FP teachers) while considering the influence of contexts on their perceptions and actual use of the school library. In understanding the phenomenon research questions include how and why FP teachers use school libraries for teaching and learning purposes.

Rule and John (2011) highlight that case study is a preferred approach to researchers in social sciences education because it can bring clarity in obscure circumstances, groupings situations, classrooms and on individuals. Thus depending on the philosophy of the researcher, which may vary from positivist, critical to interpretative case study towards the underlining of different meanings from which new knowledge could result. Baxter and Jack (2008) indicate the importance of the participant-researcher relations in that it creates a better understanding of the phenomenon since participants may share their real story in connection with the phenomenon being investigated. Therefore, my philosophy was to interpret the teacher perceptions and their use of the school library for teaching and learning. As indicated in chapter one, I did my internship or teaching practice in the two research schools. At the time, I shared with a teacher how strange it was that despite the presence of resourced libraries at schools these facilities were used more for activities such as meetings, social events and storerooms and not so much

for activities related to teaching and learning. Carrying out this research study will shed light on how FP teachers' actually use the school library and for what purposes.

Denscombe (2007) highlights the importance of keeping the case open. The author asserts that a case is a natural situation that existed in the past before the ongoing research and will continue to exist after the actual research. Applied to this research on the use of the school library as the phenomenon - this study existed before perhaps not in the same format and will continue to exist in future as contexts and policy change. The perceptions of FP teachers are not always the same as times change as well as space and contexts. In other words, the case remains open.

3.5 Sampling

The research participants are five FP teachers from the two urban schools in Durban. I named the participants using fairy tale main characters' names as their pseudonyms, namely Goldilocks, Rapunzel, Thumbelina, Cinderella, and Snow White. The reason for this choice of names is that fairy tale stories are common readers for young children. The schools are referred to as School K and School L as their pseudonym. The method of choosing the research contexts and the participants in this research was purposive. This procedure of selection focuses on using schools and participants who are relevant to possibly unfold valid information on the topic (Elo et al., 2014). Maree (2007, p.83) points out that "Purposive sampling means selecting participants according to preselected criteria relevant to a particular research question". A main criterion for selection was that all participants must have been teaching in the FP (grades R to 3) within a school with a resourced school library. The discussion below provides a thick description of the selection of participants and the research contexts as required in a case study design.

3.5.1 Participants

I used the purposive criteria to select participants to take part in this study. The criteria for the purposive selection of the participants was that participants must have been teaching in any one of the three grades in the FP. In each school, one participant had to occupy the function of the Head of Department of the FP. Therefore, in total, I aimed for six participants (3x2) but I

ended having only five participants. When I first visited the school in preparation for this research study, I met six participants in both schools, K and L. I explained the purpose of the study, thus negotiating their participation. However, when it came to the time for collection of data one of the teachers in school L could not make herself available to participate as the school was busy with exams. Since my research is qualitative, I settled for a small sample as the need was more the about interpreting meanings rather than numbers (Maree, 2007). Corbin and Strauss (2015) argue that conceptions and circumstance has value rather than quantity in qualitative research.

In profiling the participants, I offer an outline of the biographic information of the five research participants below using the selected pseudonyms for each. The criteria or variables for selection are illustrated in the biographical information table below. I believe these variables could pay an important role in the process of analysis. The biographical details of each teacher included the following variables: a) age, b) gender, c) qualifications, d) teaching experiences, e) the grade that the participant teach in and f) library training. All participants are English first language speakers. English is the medium of instruction in the FP in the two selected schools.

As mentioned earlier in this section, I chose to use pseudonyms to comply with the ethical approval in the letter of consent that each of the participants signed. I have promised them that I would not use their proper name in the dissertation.

A more detailed profile of each participant is offered in Section A of chapter four.

Table 2 Biographical details of participants

Participant + Age	Gender	Qualifications	Teacher training	Teaching experience	Grade teaching in (FP) + number of years	Formal training (library) received
Rapunzel 44 years	F	Diploma in Education (Bechet College of Education)	Foundation Phase	21 years	Grade 3 (4 years)	None
Goldilocks Age not offered	F	Higher Diploma in Education BA degree (Springfield College of Education /UNISA)	Foundation Phase	20 years	Grade 2 (5years)	Yes
Cinderella 60 years	F	Diploma in Education (Edgewood College of Education)	Senior-phase	25 years	Grade 1(10 years)	Yes
Thumbelina 38 years	F	B.Ed. (University of Potchefstroom/ NWU)	Foundation Phase, Intermediate Phase and Senior Phase.	14 years	Pre-school-Grade R (12 years)	No
Snow white Age not offered	F	Teacher Diploma (Embury Teacher Training)	Foundation Phase	2 years and 9 months	9 months	No

3.5.2 The school contexts

The criteria or variables used for selecting the two primary schools as research contexts were that they each had a well-resourced school library. I purposively selected schools with resourced libraries as I aimed at gaining in-depth understanding of how the FP teachers view and use the library in their respective schools. A well-resourced library has sufficient physical resources and materials. In South Africa mostly ex-model C schools or former schools for White learners, are well resourced, have a librarian and annual funding for the school (Paton-Ash & Wilmot, 2015). According to these authors, schools that fit this profile are less than 10%. In this case study, the two research schools fulfil the requirements for a well-resourced school library (Hart & Nassimbeni, 2013).

In school contexts where I conducted this study there was no formalised written school library policy at the time of the study. Although there is no official document underwriting a school library programme, there is evidence of a framework for the use of the school library. Drawing on the views/ideas of participants and my own observation of the school library it seems like there are certain principles that are followed to ensure a structured timetable for all learners to use the library as well as guidelines to ensure order and discipline in the library.

3.5.2.1 School L²

The school L is an independent (private) school. The school has one main school library, which was serving the entire school from grade 000 to grade 12 before 2014. The school has 14 classes in the primary phase and 15 classes in the secondary phase. The library also serves as a media center and offers access to books, posters and charts. The library also has computers for learners' computer lessons. The library has sufficient tables and chairs for learners, and offers a working space conducive to learning. There is an appointed librarian who is not a library specialist or a teacher. The librarian uses a timetable similar to the class teaching period time for access and in case of a special activity from a given classroom, they have to tell the librarian for planning. The primary school moved to a new building in 2014 and they have established their own school library. Each classroom does visit the school library. They have three teachers

² L = A pseudonym for one of the two schools were the study was conducted

in FP and are supported by two intern teachers. I have selected a few pictures (images) of the school library to illustrate the material resources of the library.

Figure 3 Photos of the school library of primary school L

Image 1: This image represents the space inside the new school library since 2014 for FP. It illustrates some physical resources such as shelves containing books.



Image 2: This image portrays the workstations close to the books on display.



Image 3: the library offers a space for teaching activities equipped with computers, a screen, desks and chairs.



3.5.2.2 School K³

The school K is a public school (a government school) and it offers grade R up to grade 7. School K has 19 classes. The numbers of teachers in FP are seven and an assistant supports each teacher. The support teachers are still pursuing their studies to become fully qualified teachers mostly from UNISA, thus one assistant for each teacher. The school has two libraries. One serves the junior primary (grade R to grade 3) and the other one serves the rest of the primary school (grades 4 to 7). They both are equipped with books, charts, video screening, overhead projectors as well as computers for capturing data in need for the school library management with internet facilities. The school has a special computer room separated from the school library space for computer training for learners. In the life skills programme learners use computers to draw and for educational games. The school library has sufficient chairs and tables for learners. The school library for FP learners has attractive carpets where the learners can sit when reading or watching a video. However sometimes administrative meetings occur in there as well when feasible. As in the case of School K, an appointed librarian is not a library specialist or a teacher. Similarly, to School L, I have selected a few photographs of the inside of the library of school K to illustrate the material resources in the library.

³ K= A pseudonym for one of the two schools were the study was conducted

Figure 4 Photos of the school library of primary school K

Image 1: This image displays a photocopier, a computer and shelves to protect and organize the books.



Image 2: This image offers some rules on how user should behave while using the school library.



Image 3: This image shows the reading corner. There is one stool displayed here but there are many not appearing on the image.



Image 4: A display of books for books and information pamphlets.



3.6 Data generation methods

The data generation method entails the instruments used to collect data in the field. The researcher used a biographical questionnaire, semi structured interviews, focus group interviews and unstructured observation as methods of data generation.

3.6.1 Biographical questionnaire

Data generated in this qualitative case study included a biographical questionnaire (Maree, 2007). I selected this method of generating biographical information for two important reasons. I used the biographical questionnaire to generate personal information of the participants. It also allowed me to get FP teachers' orientated into being participants in a study where they begin to think about their perceptions of school libraries in SA and how they use school libraries for teaching and learning. The information gathered from this questionnaire supports table three (table 3 on p. 29) offered earlier in this chapter.

3.6.2 Semi structured individual interviews

Questions in an interview are used to develop a conversation with the participant as a tool to gather data and to understand ideas, beliefs perceptions, views and attitudes. Interviews occur in a two-way conversation between individuals who meet and interact face to face (Maree, 2007). Arthur, Waring, Coe and Hedges, (2012, p.175) state, "in depth interviewing can help us learn about the world in terms of human experiences" which occurred in my study as participants accounted their perceptions and experiences of using the school library. To gain a deeper understanding of FP teachers' use of the school library (as human experience) I chose a semi structured interview method as one of the instruments to collect data. This method allows for social interaction between the interviewer (researcher) who asks the interviewee questions to find out information about their ideas and views about a topic but leaves some freedom to add more when they feel it is necessary for a complete response (Maree, 2007). MacDonald and Headlam (2009) noted that semi structured interviews should be designed around themes rather than specific questions as this allows the participant more freedom for open responses. My research instrument was organised according to themes determined by each sub research question.

Although this method of data generation is useful it can also be frustrating to participants and overwhelming to the researcher specially if the participants do not understand the purpose of the interview or the questions posed to them (Cohen et al., 2011). As researcher, I ensured that the participants understood the purpose of the study. I also engaged in the interview process in a time and space with which they were comfortable. Denscombe (2007) noted that there are several disadvantages in using semi-structured individual interviews in terms of time, reliability of the data, interviewer effect, inhibitions, and invasion of privacy. This author also

highlights that technical factors can influence the interview. This can include a faulty recording device, bad quality of the recording and continuous interruptions during the interview. During the interview process, I ensured that interviews were carried out in a quiet space. There were some interruptions from other staff but I dealt with them in a tactful manner. I also used made my own notes during the interview.

3.6.3 Focus group interview

The focus group interview is a method of data generation which involves a sharing of ideas among participants grouped together to debate a theme of interest. Maree (2007) argues that focus group techniques contribute in a particular way to free participants who might have been shy or not able to recall events so quickly to catch up. It also helps them to complete their responses in a group, which is often not the case in a face-to-face individual interview. The focus group interview was centred on an artefact activity as trigger or prompt for discussion (refer to annexure 3) and discussed below. The artefact activity is an art based methodology that requires the selection of a material object to make meaning of a phenomenon such as the use of a school library. Samaras (2011) notes that there is growing recognition of the possibilities of the study of material objects such as a photograph, a book or a pen to expand what counts as evidence in qualitative research. Hsieh (2003) argues that one cannot precisely define an artefact but one would say that it recreates values in the images of the concrete object. Marshall (2007) states that selecting an artefact is a powerful exercise that can contribute to learning when one interacts with it with an objective in mind namely to understand and to recall memory of meaning that it portrayed in the past as well as in the present.

The FP teacher participants were given a document before the focus group interview which explained the purpose and design process of the artefact activity (refer to annexure 1). This document served as the research instrument for the focus group interview. I asked teachers to select an artefact that represents their use of the school library. Those artefacts were tools to support their recall of experiences of using the school library in their teaching and learning as a practicing teacher or as a learner. The artefact activity given to the participants included a prompt to write a metaphor that expresses their use of the school library. According to Samaras (2011), the study of material objects is often accompanied by metaphors. The role of a metaphor in the interview process serves as a useful tool for expressing personal view points and experiences as well as complex or abstract ideas (Botha, 2009). The analysis of the artefacts

and metaphors are discussed in chapter four (section 4.4.1). During the focus group discussion, I invited participants to present their individual artefacts to the group. The focus group interview provided an open space for discussion for sharing of experiences and views on the use of the school library for teaching and learning purposes. Mitchell (2011) asserts that artefacts are useful for sharing ideas and shaping scholars' performances supports this process.

Alasuutari, Bickman and Brannen (2008) argue that the advantage of a focus group lies in the fact that one can get information needed in a short time. However, difficulties may occur when it comes to organising participants to meet as a group if they do not live in close proximity or cannot find a common time to meet. The recording of data can also be challenging if participants speak at the same time. I used two voice recorders and my own notes to ensure that data was not lost. The approximate accepted size in a focus group for interviews varies between six to eight (Arthur et al., 2012), and I anticipated to work within the above approximated size. However, as indicated I worked with five participants

3.6.4 Unstructured observation

An observation means a researcher uses his /her eyes and ears to interpret an event or series of events within a specific context. Observation as a data generation method, implies an organised approach to evaluate what is happening in an environment (Lankshear & Knobel (2010). The purpose of the unstructured observation was to take note of the infrastructure of the school library and gain insight into what activities occur in the library. Moreover, I obtained permission from the librarian and one FP teacher in each school to observe the interactions of the respective FP teacher and the learners from the grade to observe them using their school libraries. In fact, since observation is an organised approach as previously mentioned, I engaged in observation during the allocated library time for each FP class. The observation allowed me to generate data about how FP teachers use the school library for teaching and learning purposes. During the time spent on unstructured observation I took photos of the library facilities (with the necessary permission) and recorded my observations using written notes. See annexure 1 for the observation instrument.

3.7. Data analysis

A qualitative thematic analysis of the data was employed for this study. Data analysis in qualitative research requires that all aspects of research data are analysed in a purposeful and sequential manner (Henning, Gravett & Rensburg, 2005; Cohen et al., 2011). Qualitative analysis involves data that can provide responses to the research questions through interpreting the meaning of data in various formats (O'Conner & Gibson, 2003; Maree, 2007). This is done by thorough inductive analyses that requires the researcher to locate emergent categories and themes from the data. The data analysis must be suitable to a particular research design and approach (Henning, et al., 2005). For the analysis of the research data in this study, I decided that qualitative analysis was appropriate since I had to engage in the interpretation of the meaning of the information generated from the participants.

I used thematic analysis because I dealt with expressions that involves words, concepts, and dialogues through my interaction with the participants on their experiences of using school libraries for teaching and learning in the FP. Thematic data analysis is an activity that involves the creation of meaningful systematic themes through a process of inference of the raw data (O'Leary, 2004) such as the interviews and questionnaires in this study.

My engagement in the process of thematic analysis required that transcribed data sets were subjected to open coding to find meaningful content in relation to the research questions as well as the theoretical framework (Gilbert, 2008). In qualitative data analysis Gilbert (2008) citing Strauss (1987) call it a first pass though data which deal with coding into analytic themes that need to be semiotic ally marked, sectioned into pieces of separated text. I performed this operation by thinking of patterns, similarities, signs or symbols and connection to literature (O'Conner & Gibson 2003). Ultimately, it resulted into categories of data in terms of themes and concepts looking for common and unique features (Terre Blanche, Durrheim & Painter, 2006). Once the themes were identified in each case, I then engaged in cross case analysis.

I did not use any electronic tools in the analysis of data but used a manual approach. This process assisted me to make meaning of the data in terms of the views and perceptions of FP teachers' use of the school library (Cottrell, 2005). This author points out that it is good to be able to categorise data because the data sets are then organised into themes that will assist as

tools to decide about the achievement of the objective and comparing them, key debates, concepts and theories in literature. I gathered the categories of themes that emerged from my data using the critical research sub-questions as organising device. Selected issues from the data were linked to the theoretical frameworks and other relevant literature.

3.8. Trustworthiness

Trustworthiness entails evidence provided by the researcher that the results of the research is valid, trusted, has rigor and is credible (Lincoln & Guba, 1985; Maree, 2007). Trustworthiness creates an ambiance of attracting outsiders to the study, that the study deserves awareness and is important (Maree, 2007 citing Lincoln & Guba in Johnson & Turnert, 2003). The trustworthiness of a study is based on questions around validity (internal and external), reliability and objectivity, which in the case of a qualitative study are termed credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985).

To ensure a trustworthy study, the researcher must have measures in place to prove that the research has happened and the research process has been followed and justified. The use of multiple methods of data generation will contribute to validity and trustworthiness (Lincoln & Guba, 1985). Multiple data generations methods support triangulation that allows the researcher to view the data from various angles. Cottrell (2005) defines triangulation as a method of looking out for the outcome of a statement by using different tactics capable of assisting in the verification of a given statement. Davies (2007, p.205) refers to triangulation as a multiple-method approach advising that: “the analysis of your data in a multiple method or triangulated approach is not, initially, problematic. You simply pursue each task systematically in an organised fashion. But difficulty can arise at a later stage when you need to relate different pieces of evidences to each other and incorporate them into your write up”. In the case of this study a biographical questionnaire, interviews and unstructured observation were used to look at the phenomenon from different points of view. To ensure effective analysis of different pieces of evidence, I kept track of each source of generated data by carefully coding each piece as to avoid confusion and for more effective organization of data during the analysis process.

As researcher I also engaged in member checking of the transcriptions as part of the data analysis process. Member checking means an authentic verification of the data from the

participants who were involved in the research. The process of member checking assured similarity between the transcribed data and the raw data generated from participants (Lincoln & Guba, 1985 cited by Arthur et al., 2012).

3.9 Ethical considerations

Ethics applies in research. Ethics in scientific research gives direction to the researcher on how to prevent harm to the participants during the research process (Kruk, 2013). It also refers to the researcher being accountable throughout the research process (Henderson, Johnson & Auld, 2013). Ignoring ethical principles in a research study may expose the research to public rejection (Kruk, 2013) or lose the trust of the research community. (Resnik, 2011). Ethical principles such as informed consent (verbal and written), guarantees of confidentiality, beneficence and non-maleficence as ethical principles, were discussed with all participants (Cohen et al., 2011).

As researcher, I had to set up strategies that adhere to the codes of ethical research. In complying with the ethical codes I discussed the purpose of the study as well as the ethical principles of research as outlined in the letter of consent with the principal of the research schools and the participants. I obtained a signed declaration from all participants as well as obtained authorisation from the principal to conduct the study in his/her school – refer to annexures 2 and 3. In the same order, I had to comply with the requirements of the university's ethical clearance committee before commencing with the generation of data. Participants were informed of the time duration for data generation and ensuring their confidentiality by using pseudonyms. Participants were also informed that they could withdraw from the study at any time without being disadvantaged. Furthermore, I gave them assurance that I will remain objective in the data generation process and behave in a way to ensure faithfulness to our agreement.

3.10 Researcher positionality

According to Henning et al. (2005), a declaration of the researcher's affiliations to the study is an important characteristic of qualitative research. I am an outsider researcher in the two primary schools used in this study as I am not teaching in the schools. On the other hand, I am also an insider researcher as I have an affiliation with the schools as I did my teaching practice as student teacher during two different block sessions in these two schools. I do see myself as a product of these two schools as they contributed to my development as a FP teacher. Therefore, I do have a relationship with the school and staff. This provided easier access to the research context and participants that enabled me to pursue this research study. I made a conscious decision to put the participants at ease about the purpose of the study. I also made a serious attempt to ensure a research relationship between myself as researcher and the teacher participants. Henning et al. (2005) highlights that, "...ultimately the discourse of empowerment is a valuable mind tool and suggests an honourable position of both researcher and respondent ...” (p.4). I also remained as objective as possible during the research process and specifically during the data analysis process.

3.11. Limitations and challenges

There were several challenges during the research process. Arthur et al. (2012) point out that there are non-expectable events, which may often occur during the research process. The independent school suddenly declared an unexpected holiday which I was not aware of and this resulted in a delay in the data generation process. Another challenge was the issue of time management. It was difficult for the teachers to be free at a convenient time since they are always very busy teaching at school and after school they have other duties. I kept focus and continuously made contact with the teachers to set up appointments. This also meant I had to prepare myself morally and psychologically to cope with the challenges. The researcher expected to use three teachers per school but one participant excused herself due to an excessive workload and limited time. Hence, only five participants took part in this study. The five participants provided rich data on the topic and thus it was not necessary for me to recruit another participant. As indicated earlier in this dissertation, a qualitative study requires in-depth research using a few participants.

A declaration of the limitations of the study raises the dependability of the study (Rule & John, 2011). This qualitative study cannot be generalized nor replicated as the responses are unique to specific school contexts and research participants.

The limitations of this study rest in two areas:

Firstly, there is a possibility that the data is one-sided as the participants did not include the school librarians and/or principals.

Secondly, this study focused on schools with well-resourced libraries only. The inclusion of schools with libraries that have limited resources would perhaps have expanded the data on the use of the school library by FP teachers for teaching and learning purposes. Also, a school that has a resourced library but does not utilize it may also have provided additional data to support the understanding of this topic on the use of the school library by FP teachers.

3.12. Conclusion

In this chapter, I discussed the research design of this qualitative study located in an interpretive paradigm. I opted to generate data through focus group interviews, which used an artefact activity, individual semi-structured interviews, biographical questionnaires and unstructured observation. These methods of data generation were outlined. I mentioned why I decided to use a purposive sampling approach to choose my participants and the two urban schools as research contexts. Each school that I selected for this study had to have at least a resourced school library. I outlined the ethical clearance procedures that I followed to support the trustworthiness of the study. The methodological challenges as well as limitations of the study were provided in this chapter.

The next chapter pays attention to the data presentation and analyses of the data to understand the phenomenon of the use of school libraries by FP teachers for teaching and learning purposes. It also includes the FP teachers' perceptions of the use of the school library. The data is drawn from the biographical questionnaire, individual interviews, focus group discussions based on an artefact activity and unstructured observations.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In the previous chapter, I discussed the methodological design of this study on FP teachers' perceptions and use of school libraries for teaching and learning purposes. The first part of the chapter focused on locating the study in a qualitative interpretive paradigm with a case study design. I explained the sampling procedure for the research context and the five FP teachers as participants. The data collection methods included a structured questionnaire, individual semi-structured interviews, focus group discussions prompted by artefact activities and unstructured observations. The chapter ended with outlining measures employed to ensure a trustworthy study. The challenges and limitations of the study were also identified.

This chapter focuses on the data presentation and analysis of the qualitative data drawn from the transcripts of the various data sets. As indicated in chapter three, analysing data thematically allowed for a process of open coding resulting in the extraction of themes in response to the three critical research questions. The direct words of the participants are in "*double inverted commas*". The chapter comprises four sections. Section A profiles the five research participants from two primary schools in Durban. The artefact that each participant selected is identified in the profiling description. Section B offers the analysis of data in response to research sub-question one on the views of the FP teachers' use of school libraries. Section C provides an interpretation of the data in response to research sub-question two on how FP teachers' use school libraries for teaching and learning purposes. Section D shifts to the factors that influence FP teachers' use of the school library.

The theoretical framework of the attributes of "library-friendly climates" (Hall, 2011) and Loertscher's taxonomy of the use of school libraries (2000) as outlined by Hart (2011) offered a useful lens for the analysis of the data and provided a deeper understanding of the perceptions and use of the school libraries by the FP teacher participants.

4.2. Section A: profiling the participants

In presenting the data, I named the participants by given pseudonyms namely Goldilocks, Rapunzel, Thumbelina, Cinderella, and Snow White to protect their identity (as indicated in chapter three). The data for each participant's profile comes from the biographical questionnaires and artefact activity designed for the focus group interview. The artefact activity provided valuable data of each participants' views on the use of the school library (refer to Section A. 4.2. below). The artefacts varied from a globe, a heart within a model of a skeleton, a caterpillar and a tree. Two of the participants selected a globe as artefact. It was interesting to note that the participants selected artefacts in their immediate surroundings in their place of work. It may be a case that this activity was an easier option (convenient) and that the participants interpreted it like that based on the instructions they were given.

Goldilocks

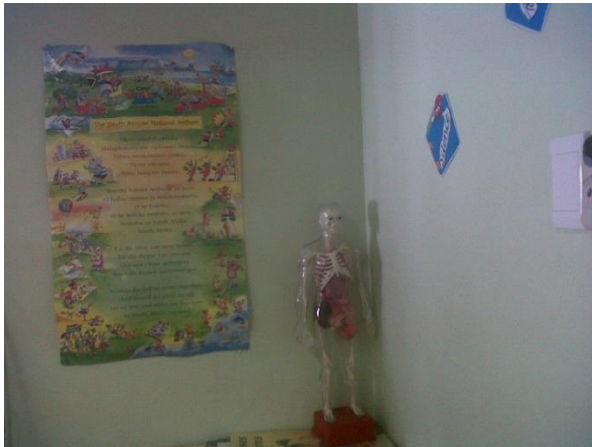
Figure 5 Goldilocks' artefact- a globe



Goldilocks is a female teacher with a B.A degree and a Higher Diploma in Education for Foundation phase. She teaches grade two learners. She has five years of experience teaching in grade two and she has been a teacher for 20 years. She had some basic training on how to use the library for teaching while doing her degree and she believes a school library is a suitable place for all children to learn and develop. She selected a globe as an artefact to illustrate her view of the use of the library. The globe represents the vast amount of information that learners need to acquire.

Rapunzel

Figure 6 Rapunzel's artefact-a heart in a model skeleton



Rapunzel is a 44-year-old female teacher with a Diploma in Education for Foundation Phase. She teaches grade three. She has 21 years of experience teaching but with only four years in the grade that she is teaching at present. She has no training in library usage but she does believe that the school library is an important asset that enables learners to gain knowledge. She represented her views of the use of the library by selecting a heart in a model skeleton. The heart (library) is the lifeline of the body (school).

Cinderella

Figure 7 Cinderella's artefact- globe



Cinderella is a female teacher and is 60 years old. She has a three-year Diploma in Education. She is a Head of Department in the FP and has been teaching grade 1 for ten years with 25 years of teaching experience. Her training was to teach in the senior primary phase. She has

formal training. Library was one of her major subjects in her teacher education programme. She believes that the library is a good place to get learners excited and inquisitive to inquire about things in the world. She illustrated this view in her selection of a globe as artefact to represent her views of the use of library.

Snow White

Figure 8 Snow White 's artefact - a growing tree



Snow White is a female with a two-year teacher diploma and qualified as an assistant teacher. She has been teaching grade 3 for 9 months and has 2 years and 9 months of experience as a teacher. She has not done any training in using the library for teaching but she relies on the fact that she has experience of using the library since she was a student from primary school up to tertiary level. She believes that the library is very important for a child to grow normally as a person and an intellectual through time. Therefore, she represented her ideas on the use of the school library as a growing tree that illustrates growth and renewal.

Thumbelina

Figure 9 Thumblina's artefact -a caterpillar



Thumbelina is a 38-year-old female teacher. She is an HOD teaching in grade R for 12 years. She has a Bachelor of Education degree in FP and has experience of 14 years as a teacher. She has no training in library but has trained herself how to use the library. She believes a library is a safe place of comfort for one to learn better. She chose to represent her views of the use of school library through a caterpillar that evokes the concept of transformation over a period of time. In sum, all participants signaled that they believed a school library to be an asset to use to inquire, learn better and to gain knowledge.

4. 3. Section B: FP teachers' perceptions about school libraries

This section unpacks the participants' perceptions about school libraries in relation to research sub0question one (see Chapter 1 section 1.5). FP teachers mostly addressed the status of libraries in SA as unequal distribution of libraries and resources in SA due to the legacy of apartheid. They highlighted the need to have a resourced library yet noted that libraries are not used due to technological advancements. They pointed to the value of developing a reading culture.

4.3.1. Unequal provisioning of libraries and resources

The participants referred to the need for a school to have a library specifically for ensuring that FP learners have access to books for reading. They noted that too many schools in South Africa do not have libraries with enough resources due to the history of apartheid in the country. Goldilocks and Rapunzel highlighted that schools that do not have a library, place learners in a disadvantaged situation.

“Unfortunately a lot of schools do not have libraries and those children are at a disadvantage”. (Goldilocks)

Rapunzel referred to the unequal provisioning of resources (including libraries and books) in schools in SA due to the influence of the apartheid era. She drew on her experiences of teaching in a school exclusively for learners classified as Coloured and noted that former model C schools or schools for White learners during the former apartheid era had more resources than other schools. She felt that teaching in a school that was under-resourced and did not have sufficient books for reading was a crime as it denied learners access to reading which is key to developing literacy skills at an early age.

“School are under resourced. Some schools like former model C schools are way above in their school library materials than some of the other schools. Some of the schools are under resourced. I have taught in a coloured school and this school was so under resourced. It was a crime because reading is key, it opens up minds”. (Rapunzel)

The views expressed by these two participants acknowledge that the influence of the legacy of apartheid is still prevalent in SA schools. The finding of a recent study carried out by Paton-Ash and Wilmot (2015) confirms that school libraries are not playing an effective role in enabling quality education for all SA learners. These authors highlight that research studies have indicated that learner achievement is directly linked to the presence of libraries.

As in the case of Rapunzel, most of the other participants expressed how fortunate they were to have a well-resourced library in their respective schools where they were teaching and that learners had access to books as well as other materials to assist in developing their reading skills. Hart (2011) argues that the school library is the heart (hub) of a school. The school library is a place that can be useful for developing reading skills. In FP, learners may develop reading skills through shared reading; group guided reading, paired or independent reading and phonics activities (Department of Basic Education, 2011). A key question one may ask is what factors drive the school to ensure that both teachers and learners use the library?

4.3.2. A resourced school library as a need

The participants highlighted that there is an essential need to have a functional library in every school in South Africa. The data reflected that the participants assumed that a library would

have material resources such as books. Analysis of the data revealed several reasons why school libraries are not used or under-utilised in South African schools.

Cinderella pointed out that every school in SA should have a library but how the school chooses to use the library is dependent on how the school views the role of books in teaching and learning. Her statement below shows that if schools viewed books at the “*heart of teaching*” they would use the library “*properly*”. The word “properly” mean the effective utilisation of the school library for curriculum purposes (Dubazana, 2007; Hart, 2011). This data shows a clear link between the use of the library and the views of the school about learning:

“Each and every school in SA should have a school library. I think schools, which sees books at the heart of the school are still using the school library properly. Teachers view school libraries as a source for teaching and to develop new knowledge”.
(Cinderella)

The participants highlighted that people are not serious about school libraries in South Africa. In spite of the recognition of the roles that school libraries have in education, their resourcing and use have not been given enough consideration. Thumbelina expressed her view about the non-recognition of the value of school libraries in SA resulting in their under-utilisation. She called for the encouragement of teachers to use the library more often:

“I don’t think school libraries are important as they should be. They [teachers] do not often use school libraries, as they should. Teachers need to be encouraged more to use school libraries”. (Thumbelina)

Cinderella highlighted the internet as a reason why she thinks that school libraries have taken a secondary place in schools for teaching and learning:

“I think the library has become secondary because people are looking at the internet as books. Yeah, there is still people using the library but not as much as it used to be in my day, which is many years ago”. (Cinderella)

Cinderella’s statement acknowledges findings from research studies that schools often do not use the library as the “internet was seen as an alternative to the library” (Paton-Ash & Wilmot, 2013, p. 135). The consequence is that school libraries with printed books on shelves are losing their value and facing the risk of disappearing. This emphasises the need for schools to be

innovative to integrate the use of internet resources with print books in their use of the library by learners.

Cinderella raised the issue of how the lack of a school library in rural areas specifically has an influence on learners' access to reading material. In her words:

“Not all schools have a library. Therefore, it impacts a lot when you go to rural schools where children do have very little access to books at home. Effectiveness can only be as good as what the school library offers in terms of books”. (Cinderella)

This view of Cinderella signals that the effectiveness of teaching and learning is dependent on the effectiveness of the library such as learners having access to reading materials including books. Learners from rural environments are placed in more deprived learning environments as they often do not have access to reading materials if there is no library and with no or limited access to reading material at home. Martins (1996, p. 367) makes a powerful statement that reading is a great agent of change: “Reading, regardless of what format or support, is the great agent of change and a means to achieve educational success” The achievement of learners is put at risk in the context of a lack of reading material.

4.3.3. Developing a reading culture in schools

It was evident that teachers in the FP were aware of the value and need of developing a reading culture in schools. However, they also pointed out that technological development impacts on reading habits in schools. The analysis of the data reflected four key issues to support the teachers' views on reading cultures in schools; the value of a reading culture in a school; learners' close proximity to books; exposing learners to books and the influence on attitude of learners as readers.

As pointed out earlier in this chapter, Cinderella highlighted the decrease in using the library due to the digital revolution over the past few decades. She indicated that:

“I think the library has become secondary because people are looking at the internet as books. Yeah there is still people using the library but not as much as it used to be in my day which is many years ago”. (Cinderella)

With the current evolution of technology, many digital devices are capable of hosting an amount of books via devices with a screen (Armstrong, 2008, citing Hillesund (2001). Although teachers use the printed books in the school library they are aware of these advancements of technology moving from electronic materials in the place of printed materials. Cinderella reiterated the sentiments of the other participants that technology makes access to information easier. However, she pointed out how important it is for children to see and learn the written word.

“With technology, it is easier to access on computer some material to download easily. There is many information. I think still the value of a child learning to read from the written word is vital”. (Cinderella)

The value of developing a reading culture in a school may occur through practices and the learners’ expression of their desire to learn reading fluently. Learners need to touch books and learn how to read before they can get used to the digital form of reading discussed in the above paragraph. Books should be in close proximity and they should be exposed to them (see Goldilocks below). Reading development should occur at the earliest ages to trigger the attitude of learners to love books and become active readers. Surrounding learners with books should result in developing a reading culture for the learners in the FP as Goldilocks has put it in her interview. Having access to books motivates learners to be in and use the library:

“When you surround children with books that is when their love for books begin. It is at this early age that children develop a love for reading books. They want to be in the library”. (Goldilocks)

What Goldilocks raised here is the need to have books in close proximity of young children as a means to motivate them in becoming fluent in reading for promoting lifelong learning. Borko and Putnum (2000, p.4) argue that: “if we consider the goal of education to be preparing students to be lifelong intentional learners, then activities are authentic if they serve that goal”.

In sum, the mention of school libraries as ‘under-utilised’ and teachers ‘need encouragement’ reflects that participants value not only the existence of a resourced school library but its effective use. Mojapelo and Dube (2014) support this by the emphasising the importance of having libraries that can support both teachers and learners to meet both curricular and non-curricular activities.

4.4. Section C: FP teachers' use of their school libraries

This section provides the presentation and an analysis of the data of how FP teachers use the school library for teaching and learning purposes in response to sub-question number 2 (see Chapter 1 section 1.5). Hart (2011) argues that the choices on how to use school libraries is subject to the vision of a given school. Furthermore, this author highlighted how hard it is to evaluate a successful school library if one does not speak to the users by asking them how the school library supports teaching and learning. Asking the participants in this study how they use their respective school libraries provided insight into the reasons that support their use. The data analysis to illustrate the FP teachers' actual use of their respective school libraries is organised in this section into three key themes. The first theme presents the teacher participants' artefacts (used in the focus group interview) to gain in-depth understanding of how they use their school library. This section also outlines some insightful metaphors. These metaphorical descriptions highlighted their views of the school library and its use. A second key theme focuses on how the school libraries are organised as an operational space that allows easy access and collaboration between teachers, learners and librarian. A third key theme is the FP teachers' use of their school libraries as a space for teaching and learning to include theme teaching, to reaffirm learning, literacy and information skills. A key feature of this theme is that the FP teachers view the library as a sanctuary for teaching and learning.

4.4.1. Metaphors guiding FP teachers' use of school libraries

I employed a metaphorical description as an organising device to understand FP teacher participants' use of the school library. The artefact images together with the supporting description illustrated the elements that defined their use of the school library in relation to their view of the role that the library played within the school system.

Rapunzel used the metaphor of the **library as a heart** drawing from a model of a skeleton that she chose as her artefact. She titled her artefact story '*Bloodline*'. She explained that she selected the heart within a model of skeleton. She used to see the skeleton artefact both in her primary and high school libraries while she was a school learner. She found the same type of skeleton in the school library where she was currently teaching. Thus, she associated the

function of the heart in the skeleton with the function of the school library. The heart pumps the blood throughout the body to support life. Similarly, the school library has the important function of pumping or providing knowledge in books and thus to support development. Users (learners and teachers) of the school library keep the school alive. The implication is that a school, which forms and educates, is a living school.

“This artefact [skeleton] symbolises blood in the heart which is an organ with the function to pump the blood throughout the body. Like a school library, it has a function to import knowledge from the books that we read. Like the body parts, these books do have different functions in the library. No two books are the same”. (Rapunzel)

Thumbelina used a metaphor of the **library as a caterpillar** to represent her ideas of how the teacher can use the school library for transformation. She titled the presentation ‘*Transformation*’. This participant evoked the concept of transformation that reflects growth and change over a period of time.

“One gets transformed and enter the stages of life that is similar to the life of a caterpillar. Any books one read make him/her to change knowledge wisely like a caterpillar change in colours”. (Thumbelina)

She added:

“This Caterpillar also reflects the teacher, because the teacher is someone who helps you to transform. From knowing nothing to when one knows something. One needs time in his or her transformation to become someone else. It takes years to develop”. (Thumbelina)

Thumbelina’s metaphor reflects how the teachers plays a great role in transforming a learner over a period from *knowing nothing to something*. A learners’ knowledge development also goes through a process of change if he/she engages in reading of books. Thumbelina believes that this process needs time.

Snow White used a **metaphor of the school library as a growing tree**. She pointed out that the tree’s growth through several seasons undergoes some physical changes. Similarly, the child learns something new each time she or he enters the school library to use it for learning.

“The child will enter in the school library and start to learn growing in knowledge, through reading. The trees leaves will come out at a specific time to grow, then it gets dry and falls off. New leaves come out and so on until the tree stops to exist. Similarly, the child enters the library to read and acquire new knowledge. The child does learn something new as they read continuously just like the tree that also grows continually while producing new leaves”. (Snow White)

The participants’ (Thumbelina and Snow White) use of growth through seasons reflect that the use of the library should be a continuous process and not used for interim periods only. As a tree grows, reaching a point of maturity and starting to bear fruits throughout seasons, similarly children who start using the library from a young age until they are mature adults can acquire skills that can assist them for a better future and to be life-long learners.

Thumbelina referred to the use of the school library as a process of transformation and Snow White saw its use for growth. Both metaphors refer to intellectual change while using the school library over a period of time. In addition, the data signals that the more one frequents books the more one may grow in reading skills and knowledge construction for lifelong learning. Mojapelo and Dube (2015) argues that an active school library that has proper resources can help learners or teachers to develop information literacy skills to assist them in becoming independent life-long learners.

Two of the participants, Cinderella and Goldilocks chose a globe as an artefact to represent the use of the school library. Goldilocks saw the **use of the school library as a globe of world** that requires learning of its content such as the continents and countries on the globe. She pointed out that there are many things out there in the world to learn therefore a school library was a suitable place for children to be and to learn.

*“For me it [globe] is a description of the model of the world. For me it symbolises how vast the world is. How much there is to learn and how much there is for children to learn. The school library is a very suitable place for the children to be”.
(Goldilocks)*

The idea of seeing the school library as a model of the world seems appropriate. Similar to learning about the vastness of all the spaces in the world from the globe, the library also provides a space for learning different knowledge, skills and information and in different

formats. In a school library, learners can learn how to read and how to find information; a basic tool to cope with further learning for their future lives (Naidoo et al., 2014).

Goldilocks also chose the artefact of a globe to represent the use of the school library. Nevertheless, for her it was more about the motivational aspect of research. She stressed that an inquisitive attitude together with the excitement of learning about new things and new places characterise the metaphor behind her choice of the globe as an artefact. When she looked at the school library use, she saw the globe where the FP learners could start discovering the different parts of the world.

“The globe is all about inquisitiveness as it encourages these little children to grab it. Inquisitiveness and excitement to explore all the parts over the world has always fascinated me as well as to travel and explore how others people live in their places”.
(Cinderella)

Therefore, one could expect to gain knowledge in the school library. The use of the school library requires it to be an operational space as indicated in the next key theme of this section.

4.4.2. An operational space for teaching and learning

The analysis of participants’ metaphors of the use of the library clearly indicate that the library is the heart or centre of the school and has various functions. Data also indicated that having a library space is not enough. Loertscher and Woolls (2013) think that the school library should be viewed more as a learning commons where not only the physical (books and the building infrastructure) and the virtual space are stressed but should also be organised in such a way that the school librarians and teachers works together. The data analysis supports this statement by these authors as it was evident that access to the library by both teachers and learners was needed as well as collaboration between teachers and the librarian.

4.4.2.1. Library access and operations

The participants noted that their respective school libraries are open to everyone for use. In the two participating schools the school libraries are open during the official working hours of each school day. Each day learners and teachers have an open library for accessing any material they need for learning and teaching. There is no official written school library policy available in the schools but there is a library timetable drawn up at the beginning of the year that shows the

times that teachers and learners of each grade can use the library. Goldilocks noted that their school library allows FP learners in her school to take out books for reading on a daily basis.

“The school library allows children to go inside every day. They collect fun books once a week and reading books on a daily basis. Our school has made it very accessible to the children”. (Goldilocks)

The accessibility and operational functions of the library contribute to a successful library that supports the curriculum (Hart, 2011). Both schools assured that they have a permanent school librarian to assure daily accessibility. Goldilocks pointed out:

“Well, the librarian here has worked very hard to make the library an inviting place for children to come to”. (Goldilocks)

The quote reflects that the librarian plays a strategic role in not only ensuring that the library is operational but also an *inviting place* to attract the learners. To ensure a library is a well-managed system to transform school learning requires tight coordination of the timetable, space, equipment and books (Paton Ash & Wilmot, 2015).

4.4.2.2. Collaborative Partnership

Participants expressed that the library operations were possible because of the collaboration between all the stakeholders in the school, such as the teachers and the librarian. Collaboration involved communication where individuals consulted with each other about something in which they had a common interest. The common interest drawn from the data is that the goal of the school is to ensure a functional school library that serves to support teaching and learning activities in the school. Cinderella pointed out an example of collaboration in terms of the role of the school librarian who does take the responsibility to communicate telephonically with the FP teachers to provide support with relevant materials in need.

“With the school system in place, we have a school librarian. She will collaborate with all of us in grade 1, 2, 3. She will phone and ask, “What can I do for you, what are you covering?” (Cinderella)

For quality services in every programme, collaboration is a key to success. Paton -Ash-Wilmot, (2015) and Hart (2011) argue that school librarians can contribute to ensuring collaboration by

trying to understand what teachers do in their classes to help them figure out the type of services teaching and learning need for the fulfilment of the teaching programme.

A successful school library depends on its support in the school to render quality education by providing materials, which respond to the curriculum. Collaboration among partners in this case of FP teachers and the librarian may contribute to a positive impact for teaching and learning as discussed in chapter two (see section 2.3).

4.4.3. ‘From nothing to something’ - a space for learning and teaching

A key theme that emerged from the participants’ profiles of responses they offered regarding the question of how teachers use the school library for teaching and learning was that using the library offered opportunities for learners to move *from nothing to something*. For example, Thumbelina expressed that the library provides a space to transform learners ‘*From knowing nothing to when one knows something*’. Similarly, Goldilocks expressed how inspiring it was for teachers to see learners being able to read at the end of year thus moving from ‘nothing to something’.

“It is a great pleasure to see learners coming to the end of the year that they can read by themselves. At the end of grade three they all read beautifully and fluently”.
(Goldilocks).

The use of the library to transform learners from knowing nothing to knowing something occurs through developing learners’ reading literacy as well as their information literacy. Theme teaching and setting up classroom libraries were there to consolidate the process of changing from nothing to something.

4.4.3.1. Developing reading literacy

The participants stated that a key purpose of using the library is for learners to develop reading literacy. As noted in chapter two, reading literacy refers to having the minimum ability that enables one to listen, read and write (Naidoo et al., 2014). The reading programme for the FP learners at the participating schools is designed for them to become accustomed to using books therefore they are allowed to take out different books from the library for reading on a daily basis. Goldilocks highlighted that in her school, learners may take out three different kinds of

books namely a fun book, a reader and a library book. All books are appropriate for their level of reading ability and based on their own personal choice.

“They are allowed to take one fun book and one library book - that is two, out of the library and they also take the reader. They take three books a day. A reader, a fun book and a library book are the three books they walk away with out of the school. A library book is like a thick storybook, the fun book and reader books are easier. The library book is something their parents need to read with them because it is a bit difficult, it can be anything they want. The fun book has pictures and it fit to their levels. They can choose anything they want for their library book. The reader also is at their level”.
(Goldilocks)

The data above highlights three key issues to support developing reading literacy. Firstly, learners have a choice which reading and fun books they want to choose; secondly, the reader and fun book is at the learners reading level and thirdly the library book requires parents to get involved in the reading. Allowing learners to make their own choice for selecting reading books can encourage them to read and develop a love of reading. Thus, the school library is organised to have a book collection system where children can collect material to read at home to support reading literacy development. At home, one assumes that learners would get the assistance of reading with a parent for example as Rapunzel put it:

“They have a lot of access to the books but they learn to be totally responsible in the library like you go there, you follow the rules. Get the book, then you are responsible for the book. They get a fun book and library book every week and it is every five days. Therefore, every day they change their fun book. Fun books are for fun. They can read it with their parent, who can read it to them. The library book is usually taken for the class. After their class work they are allowed to open their library book and start reading”. (Rapunzel)

In the classroom, teachers organise sessions of reading through story time reading, where teachers read to children and share reading where each child gets a chance to read to others. Snow White, similar to Goldilocks reiterated that learners are allowed to select a book of their choice (*“child’s desire”*) to read at home thus contributing to motivating them to read the book. Snow White explained as follow:

“Girls will like a novel and boys may choose drawing, car books or dinosaur books. It depends on the child’s desire. Each child can go into the school library and each child

will get different types of books. Some will get books for the sake of just going to the library, other will get books because they are interested in it. Other will be interested in something learned in class. The use of library is personal". (Snow White)

An interesting point to note is that Snow White states that *the use of the library is personal* thus signalling that learners' decisions around selection of books are based on personal interest or non-interest (*"for the sake of just going"*). Worthy (1996) stress that teachers and librarians can play an active role in removing barriers to reading by allowing learners a choice in which books they read and if they have a personal interest in the theme of the book.

The above data highlights that access to books and self-selection of books based on personal choice can contribute to developing reading literacy that in the long term would contribute to a regular use of the school library and thus inspire learners to becoming lifelong learners.

4.4.3.2. Developing information literacy

Data from the participants shows that using the library allows the learners to develop skills linked to information literacy such as how to find books and to make a distinction between fiction and non-fiction books. Visiting the school library every day provides opportunities to gain information literacy skills. The school librarian assists with this type of learning. Rapunzel clearly articulated that for learners to be able to find their books they need to know the difference between fiction and non-fiction. Adler and Van Doren (2014) argues that to grow in mind and in spirit (considering the reading context) one needs to be actively conscious about what is being read either, it is a fiction or non-fiction book, otherwise no learning would occur:

"Beside that they need to learn the words in the book, they need to know whether a book is fiction or non-fiction. When we get there the librarian teaches them in the library". (Rapunzel)

Rapunzel also indicated FP learners learn about being responsible. Responsibility as users of the library requires following the rules and procedures and taking care of the books. For example, in the library, the librarian displays poster of rules on how to treat books and to behave in the library (refer to image 2 in section 3.5.2.2). The teacher and the librarian provide procedures for learners to follow to make them aware of what books to choose according to their level of reading.

“They have a lot of access to the book but they learn to be totally responsible in the library like you go there, you follow the rules. Get the book, then you are responsible for the book”. (Rapunzel)

4.4.3.3 Theme teaching

Participants noted that they do use their respective libraries for theme teaching. The participating schools’ libraries cater for materials such as books, audio-visual material and posters to support the various themes in the FP CAPS. Goldilocks mentioned that FP teachers in her school collect books from the library for the themes and the teachers use them in the class to support the teaching of the theme. Goldilocks stated that she uses theme books in her classes for theme teaching that requires her to spend some time in the library at the beginning of each term to select her theme books for use in her classroom.

“Every term I borrow theme books. Themes books are kept in the classroom and children are able to borrow books from classrooms”. (Goldilocks)

Rapunzel indicated that she supports her theme teaching by using the school library for drawing on audio-visual media as sources of visualisation to support the written format such as in books.

“We use the school library, as grade three teachers; we use it for theme work. When we do a particular theme we go find a movie or video that we can watch pertaining to the theme so children can see it bright and clear”. (Rapunzel)

Snow White indicated that she has a classroom library with books that support her theme teaching. Classroom libraries (or reading corners) are a system to keep books in class to enable learners to have access to books for reading in their class. Snow White said that they rather take books from the school library and keep them in class for use by the learners. This practice starts from the beginning of the year.

“Learners do get the book in the shelves from the classroom. We bring books from the beginning of the year”. (Snow White)

To ensure effective theme teaching requires careful preparation that requires close collaboration between the grade teachers and the school librarian to ensure that the necessary resources are available to suit each theme in the FP curriculum and to set up a timetable for use

by the various teachers. Church (2008) asserts that school librarians should participate in the teaching programmes making sure that they integrate the curriculum programme through communicating with teachers. According to Loertchers' (2000) taxonomy for evaluating the use of the library (in Hart, 2011) it is the teachers' responsibility to consult the school library before teaching or setting projects. This action is evident in the data illustrated above. The collaborative nature to integrate the library into the curriculum also requires a positive attitude by both teachers and the librarian (Paton-Ash & Wilmot, 2015) which seems evident in this data provided above.

In sum, the following table illustrates how often participants used the library and for what purposes. The letters next to each activity represent the names of participants. See key below the table.

Table 3 Summary of library that support literacy development and theme teaching

Activities	Numbers of teachers
Daily basis reading {C,G.B}	—————▶ 3
Fun books {CTGB}	—————▶ 4
Readers {CGB}	—————▶ 3
Story book	—————▶ 3
Theme teaching	—————▶ 2
Learners and teachers collect books for classroom library (book corner)	—————▶ 2
Use of technology	—————▶ 2
Resources borrowing(chart maps, colourful books)	—————▶ 2

C: Cinderella; **B:** Beauty; **G:** Goldilocks; **S:** Snow White; **T:** Thumbelina

4.4.3.4. A sanctuary for teaching and learning

“*It is like a sanctuary*” is how Rapunzel illustrated her feelings of using the library with a large group of learners (33 learners). Metaphorically, sanctuary in this context means a very respectful, quiet and special space. The atmosphere that reigns in their school library is important for one on one support between teacher and learner as noted by Rapunzel:

“It [library] is such a quiet good place to take them in groups of classes. Thirty-three children to a quiet place and be one on one with them. It is like a sanctuary. In addition, many children who do not grasp anything in class when they pick up a book in the library that they read it transports them into another world. It is like another world for them and that is where the learning occurs”. (Rapunzel)

“Reading is withdrawing learners into another world and makes them use their imagination”. (Rapunzel)

The atmosphere in the school library can also move the learner into an imaginary world, a sort of miniature world that supports their meaning making of the world. Russel (1958, p.3) asserts that: “reading may involve going beyond the facts to the discovery of new and personal meanings. It may be a stimulus to images, memories, identification or fresh and creative thoughts”. Having an atmosphere conducive to learning in the library as raised here by Rapunzel supports the aim of the Department of Basic Education of developing a culture of reading in schools (Department of Basic Education, 2011).

Hart (2011) asserts that a friendly climate in a library is a contributing factor of a productive school library, as learners will interact with everything that the school library has to offer. The friendly atmosphere will also attract more users and in consequence, it appears important to not only train learners how to use the school library but also to teach them how to behave while in the library. The data above shows that teachers do assist learners in FP to develop their reading and informational literacy within a school wide programme which is at the highest level of success according to Loertscher’s eight taxonomies for evaluating a useful library (2000, cited in Hart, 2011). An added dimension or condition to ensure a productive and lively library is the aesthetics of the library.

4.5 Section D: Factors that influence the use of school library.

The participants in their reply to the research sub-question of what influences their use of a school library, mentioned three themes. Firstly, the requirements of the national curriculum CAPS document for FP. Secondly, institutional factors include the inviting library ambience (indicated above) and a culture of library use in both schools. Thirdly, personal factors which entail personal beliefs about teaching, information search and library use.

4.5.1 The national curriculum CAPS

Most of the participants noted the role of the school library and its link with the FP CAPS when responding to the question about the factors that influence their use of the school library. Participants confirmed that they do use the school library because CAPS requires them to use it. It was interesting to note that the participants mentioned that they were worried about how the schools with no libraries meet the requirements of CAPS. This has clear implications for the type of library collections. Rapunzel said that there is a clear link between the requirements of the CAPS for FP with the resources found in the school library. Therefore, for them as FP teachers, whenever they are confronted with difficulties regarding the curriculum they consult the school library for support. The library thus becomes a supporting mechanism for curriculum implementation. Rapunzel responded to the question about the link of school library and CAPS by stating:

“Whatever is in the CAPS, is easily accessible in the library. Some work does correlate a bit but not hundred percent. When there is a difficulty pertaining to the curriculum application, we can get solutions in the library”. (Rapunzel)

Snow White, Goldilocks and Thumbelina also confirmed the link between various topics in the FP CAPS and their use of the library.

Snow White confirmed that everything that is in the CAPS was found in the school library:

*“Yeah it is linked. Because whatever you have in the CAPS you have it in the library”.
(Snow White)*

Additionally, Goldilocks also stated that in the school library they had computers which also supported them with research about what they teach.

“The national curriculum, CAPS requires us to do group reading, shared reading and silent reading. These readings are all done through the use of school library. We have to use the readers and the library books and all of them are CAPS related. When we experience challenges, we use the internet, we use the computer in the library to conduct some research”. (Goldilocks).

The above data signals several elements of a “functional library” (Hart, 2011) to support the implementation of the curriculum (South Africa, National Assembly, 2010 p. 2 cited by Paton-Ash & Wilmot, 2013). These elements refer to providing access to a variety of resources for both learners and teachers to support the CAPS implementation in the FP. The clear point here is that the library is not only utilised by learners to develop their reading skills but also used by teachers for research purposes in preparation for their teaching. Furthermore, Loertchers’ (2000 cited in Hart, 2011) taxonomy of evaluating a library shows that curriculum integration is the highest level of a successful library. It is evident from the data analysis above that the school libraries in the two participating schools are mostly equipped for the integration with the FP curriculum.

4.5.2 Institutional factors

Institutional factors are features set up by an organisation, which may influence the achievement of its visions (Hinton, 2012). In these two school, developing a culture of reading seem to be part of the vision of the schools. Several institutional factors were raised in section B of this chapter such as having a well-resourced accessible library. However, there are additional institutional factors that provide insight into how the two participating schools value the library in the school. Hart and Zinn (2007) highlight that having resources in a school library is not enough. Effective management of the material and human resources are needed to ensure a productive library. Having a permanent school librarian supported the FP teachers’ use of the school library.

These schools introduced some innovative ideas to support their teaching and learning such as inviting authors and book sharing. One of the schools invited a writer Nicky Daley to visit the school and the other school called for books to be donated to the library for sharing by learners who cannot afford to buy books.

Goldilocks explained the initiative of inviting a well know author to their school:

“We are having an author visiting us Nicky Daley. I am borrowing all the Nicky Daley books to read to the children before he comes. If you are free, you should come and listen to him. Nicky Daley is going to come and talk to them. I borrowed books to read for them so that they know what to talk about when Nicky Daley comes”. (Goldilocks)

To ensure learners were interested and motivated to meet the author she borrowed books written by the author and read these to the learners. This would then also contribute to a more interactive discussion as learners may have something to talk about when they interact with the invited author. This innovative action can create a valuable spin-off by developing reading skills and continued reading literacy as the author is known to the learners and not just a distant name. To organise such an innovative event also requires the involvement of and ongoing communication between the principal, librarian and other staff in the school. This supports collaboration as an attribute of a library-friendly climate as suggested by Hart (2011)

Thumbelina is the contributor of the innovative idea of a book sharing project involving parents. Thumbelina stated:

“They [parents] can buy their children a book, put a sticker on it and when they are done to read it they can send it to school. When one sees it with the sticker, it identifies the donor. Another parent should do the same until it becomes a share property cycle. The school should make sure that they separate them from other school books”. (Thumbelina)

The data shows an insightful way of how parents can add value to the material resources of the library by ensuring that the school recognises the book as donation and “shared property”. Shared property signals the collaboration between the parents, learners and the school in a joint effort to contribute to adding value to the library’s resources. Loerstcher argues that collaboration is important for a successful school library (as in Hart, 2011). Adding markers to the book such as a sticker to identify who donated the book could contribute to a sense of pride by learners in their role of supporting the library. However, this can be an activity (donating books) to boost the school library potential which is defined through the collaboration between educators in this case parents, the teaching information skill and reading programmes (Hart, 2011).

Participants raised the issue of the management of the library and how it affected the school library use. Cinderella pointed out their librarian is not a teacher and does not have

qualifications of being a librarian but she was so grateful for having a librarian employed. The librarians' effort ensured that the school library supports teaching and learning.

“It is a pity that our librarian has no training as a teacher but she does an efficient job putting books into computer, making sure children bring them back and take them out”.
(Cinderella).

On the other hand, Rapunzel claimed the librarian is not trained as a librarian yet due to her own lack of training during her pre-service years she needs the assistance of the librarian to find things in the library.

“My training when I did my teacher training for foundation phase, we never had library training- not a class of it. We did teaching, we did video presentations but we never had library training. It was not in our curriculum actually. Nevertheless, we need it. They should have given it to us. Otherwise, I would not have to ask a librarian for assistance on how to use the school library, like how to find things in the library. Our librarian is not qualified”. (Rapunzel)

In sum, the data reflects that the staff in the school make a conscious effort to keep the school library central to the teaching and learning processes in the school.

4.5.3 Personal factors

Three reasons for teachers being library users were identified in this research study as their own personal beliefs about the value of the school library, the teacher participants' own love for reading and meeting their own personal cognitive needs. Kuhlthau (1991) explains that library users are driven by both affective and cognitive experiences. This author highlights that the affective and cognitive factors are influenced by prior experience and knowledge as well as availability of information resources.

A few statements by the participants previously mentioned in this chapter alert to the value that teachers as individuals place on having a resourced school library, for example Cinderella pointed out that schools that see books as the heart of the school will use the school library properly.

The data reflects evidence that the teacher participants place a high value on reading competence and reading for enjoyment. For example:

“I still believe that reading a book is really important and the ability to read the written word has value”. (Cinderella)

Goldilocks stressed that her own love for reading together with the reward of seeing her learners being able to read as well as an improvement in their reading, provides a strong motivation for her to use the library. Having a well-resourced library that caters for the learners’ levels of reading, according to Krashen, Lee and McQuillan (2012) cited in Paton-Ash & Wilmot (2015) can balance the effects of poverty on learners’ reading achievement.

“I enjoy reading myself. It is a great pleasure to see children reading especially for foundation phase. What motivates me to use the library is the reward to see children improving in reading. (Goldilocks)

Snow White and Cinderella mentioned that personal cognitive factors influence their choices for using the library. They used the school library space for their personal needs such as researching for their own studies, supporting the development of teaching and learning materials as well as keeping up to date with the changing world of knowledge.

“I do my research there in the school library. It is an environment where you study and work. The research I do is personal at this moment. It is personal as I do my own work and studies”. (Snow white)

“I need the school library for more and different information. I may need to change my worksheet and find out new things that exist and top up the worksheet information.....I use school library for my own personal needs”. (Cinderella)

The data shows that FP teachers use the school library personally because they are convinced and encouraged that it assists them with teaching and learning and meets their own personal needs.

The data reflects a variety of factors that are in place that contributes to a productive school library. The institutional factors that has been established over a period of time, seem to play the more prominent role in ensuring that the library is the hub of the school. Committed staff, library access and easy retrieval of resources support the effective functioning of the school library and ensures quality teaching and learning (Paton-Ash & Wilmot, 2015).

4.6 Conclusion

In chapter four, I presented selected data generated from the field and interpreted it in response to the three critical questions of this study on FP teachers' perceptions and use of the school library in two urban primary schools. Section A dealt with the profiling of the participants. Sections B, C and D were organised around themes in response to the three questions. The next chapter, is the concluding chapter that presents the key findings and recommendation of this study,

CHAPTER FIVE

KEY FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

In the previous chapter, the analysis and the interpretation of data generated from the field comprised the chapter in response to exploring FP teachers' perceptions and use of the school library for teaching and learning purposes. The presentation of data in themes derived from the open coding process of the data sets such as the biographical questionnaires, individual interviews, focus group interviews with specific focus on a discussion of participants' selection of artefacts as well as unstructured observations by the researcher. I extended the key issues from the data by drawing from existing literature in the field of school libraries as well as the theoretical framework of the study. It also presents the theoretical framework that draws on the attributes of a library-friendly climate (Hart, 2011) and Loertscher's taxonomy for evaluating the use of school libraries (2000), (Hart, 2011).

This final chapter provides a summary of the key findings and selected recommendations drawn from the various themes offered in chapter four. The key findings and recommendations are organised to respond to the three research questions of this study with the purpose of meeting the objectives of the research study. The three research questions are:

- 1) *What are teachers' perceptions of the use of school library?*
- 2) *How do teachers use school libraries for teaching and learning?*
- 3) *What factors influence the FP teachers' use of school libraries?*

5.2 Key findings of the study.

The discussion of key findings and insights in this section supports the interpretation of the data around the three research questions. The first question unveiled the general views from the FP teachers of the use of the school library for teaching and learning. The second question highlighted the practices and activities that FP teachers perform in their use of their respective

school libraries. The findings of the last question focus on the factors that influence the use of school libraries by the FP teacher in their schools.

5.2.1. FP teachers' perceptions about school libraries

Findings from this study show that the FP participants understand the value of school library infrastructure. The participants' responses showed that they were very aware of the current unequal provisioning of school libraries in South Africa due to the apartheid legacy in the country. This view accompanied their emphasis of the need to have a resourced functional library in every school to develop the necessary reading skills in the FP. Their sincere expression that they were fortunate to have a well-resourced library clearly shows that they found value in having a well-resourced school library in their school. The lack of resourced functional school libraries is a current issue in SA. As indicated in chapter two, the recent statistics reported by the National Education Infrastructure Management System (NEIMS) show that "21% of state schools had libraries of which only, 7%) had stocked libraries and 79%) had no school library at all" (Paton-Ash & Wilmot, 2015, p.1) citing the Department of Basic Education, 2011:23). Paton Ash and Wilmot (2015) confirm the findings on the views of the participants on the lack of and under-utilisation of school libraries in SA. These authors stipulate that school libraries are not playing an effective role in enabling quality education for learners in South Africa. Where there are no school libraries, or there is a lack of relevant resources, means there are no or limited books in schools to read. This situation places the FP learners at a disadvantage as no quality education can take place without consulting books in some form or the other (Busayo, 2011).

The research findings showed that the FP teachers were aware of the functions of the school libraries and their value in terms of teaching and learning. The school library is not only an essential need but there is also a need to use it properly to support FP teaching and learning. An important finding was that the manner in which a school chooses to use the library (referring to a resourced library) links to the views of the school about teaching and learning. It also emerged that the participants are aware that some schools do have libraries but do not use the library properly. In other words, the library has moved from having a primary function in teaching and learning to becoming secondary. A key reason for this as outlined by the participants is the increased use of the internet for research purposes by both teachers and

learners. Internet facilities may be available outside of the school. The advancement of technology should not appear as a negative impacting factor on the use of the library but as an extension and enrichment for the use of the library. Anyira (2011) highlights that a 21st century library is a library without walls and requires the user to take more responsibility in accessing and retrieving information than in the case of being a traditional library user.

There may be a number of other reasons for the under-utilisation of the school library. It may be a case of teachers not having the necessary skills to use the library, as they never received any training or not seeing the value of integrating the library into their teaching programme or using other resources for teaching and learning or the school not offering scheduled time on the timetable for the use of the library. It may also be the lack of a national school library policy. The fact that there is still only a draft national school library policy has serious implications on how the library is used by schools in relation to offering quality education for all (Hart & Zinn 2007; Paton- Ash & Wilmot, 2013). Paton-Ash & Wilmot, (2015) emphasise that the lack of a national library policy portrays the low importance given to school libraries in the country, which may demotivate the intention to use them. An interesting finding is that the FP participants did not make mention of any policy regulating or supporting FP teachers' use of the school library.

Loertscher (2000) in his eight-level taxonomy (cited in Hart, 2011) for the evaluation of the use of the school library stipulated that the school library is crucial to the life of a school. The school library should be the centre of the school to ensure quality education (Hart, 2011) and learner achievement. In fact, quality education translates to the integration of the school library in the curriculum and therefore no school library must be unused and neglected. A school library where the infrastructure is in place but not effectively used as pointed out by the FP participants in this study links with Loertschers' (2000 cited in Hart, 2011) lowest and undesirable level on the hierarchy of levels on the taxonomy.

5.2.2. Use of library for teaching and learning

In this part, I present three key findings on how the FP teachers use their respective school libraries. These key findings are organised to illustrate firstly the systems put in place by the school to ensure the library is an operational space, secondly how the library links to the teaching and learning strategies for FP and lastly the importance of the aesthetics in the library

to attract users. As indicated in chapter three the school libraries of the participants are well resourced and functional.

Systems to ensure the library is an operational space

The findings portray that both schools have a history of an organised culture of having access to a resourced library. These two schools made sure that their school libraries are open during allocated school hours. Accessibility is due to having a dedicated librarian in each school library as well as a structured library timetable for each grade including break times. Furthermore, they are well-resourced with technological devices such as computers and access to the internet for both learners and teachers. There is also a culture of collaboration and communication between the various stakeholders. The school librarian often collaborates with teachers in the FP about books and other resources that teachers need to support the FP curriculum. This finding supports one of the attributes of a user friendly library (Hart, 2011). This author states that continuous communication between teachers and the school librarian to plan teaching throughout the academic year is a key attribute of a user friendly library.

Teaching learning strategies for FP

FP teachers said that they used their respective school libraries for transformation of learners' knowledge and skills and for initiating inquisitiveness to learn and to use the library. This finding supports the statement by Erikson & Markuson (2007) that libraries should be transformational spaces where information is created and not merely accessed and stored. Regular activities that involved the utilisation of the library were identified as developing reading literacy, information literacy, theme teaching and the use of technology.

Findings from this research study show that teachers and librarians from both schools made a conscious effort to set up opportunities through a variety of activities to develop **reading literacy**. The FP CAPS give some details about which activities to perform to develop reading literacy namely shared reading, group reading, independent reading, and paired reading. However, Mojapello and Dube (2015) pointed out that CAPS does not give guidelines and tools for teachers on how to use the school library for addressing matters in CAPS for learning. I agree but I think how a teacher decides to use the library to support the CAPS curriculum is based on a teachers' own discretion and preferences within the parameters of a library timetable as well as available resources in the library. In this study the findings show that activities to

develop reading literacy and a reading culture included shared reading, independent reading, fun reading and story time reading.

Findings from the research show that **information literacy** was the responsibility of the school librarian. She had the duty to make sure that all learners knew how to use the library as well as teaching them the difference between fiction and non-fiction books. In addition, the school librarian ensured learners knew the rules pertaining to the use of the library. For example, in the one school the rules were posted on the wall for learners to read and at the other school, the school librarian explained the rules to the learners. In so doing, the learners remained aware of what exactly they were expected to do while in the library, what information they could get, how and when.

Findings show that teachers also used the library for **theme teaching** required in the FP curriculum. FP used several activities in places to support theme teaching as teachers had access to the necessary resources in the library. Using the library for theme teaching involved collecting resources such as books to support the respective themes. Setting up classroom libraries consisting of books borrowed from the library supported not only theme teaching but also allowed learners more frequent access to related books. The classroom library or reading corner then became complementary to the school library but the success of this strategy is dependent on having the necessary stock and a keen teacher (Wessel, 2010). Both these conditions were in place in this study. Video watching (in and out of the library) provided a strategy for the reaffirmation of theme material learned in the classroom.

Findings drawn from this study also show that teachers and learners use the school library to access and produce information by using available **technology**. The availability of computers and photocopies in the library allowed teachers to engage in doing research for lessons planning and designing worksheets for their grades. Learners also had access to these facilities, which according to Erickson and Markuson (2007 cited in Paton-Ash & Wilmot, 2015) provides a space for learners to explore the world of knowledge using technology.

It can be deduced that a key finding of this study is that the evaluation of the use of the library can be classified at the highest levels of the taxonomy according to Loertscher (2000, cited in Hart, 2011). This level includes that the library is used for a reading programme, for developing information literacy and for curriculum integration.

Aesthetics in the library to attract users

A key finding from this study related to the ethos, ambiance and user-friendliness of the school library. As a ‘sanctuary’ for the FP teachers, revealed that the teachers liked to use the school library due to the nature of calm in this space.

5.2.3. Factors that influence the FP teachers’ use of school library

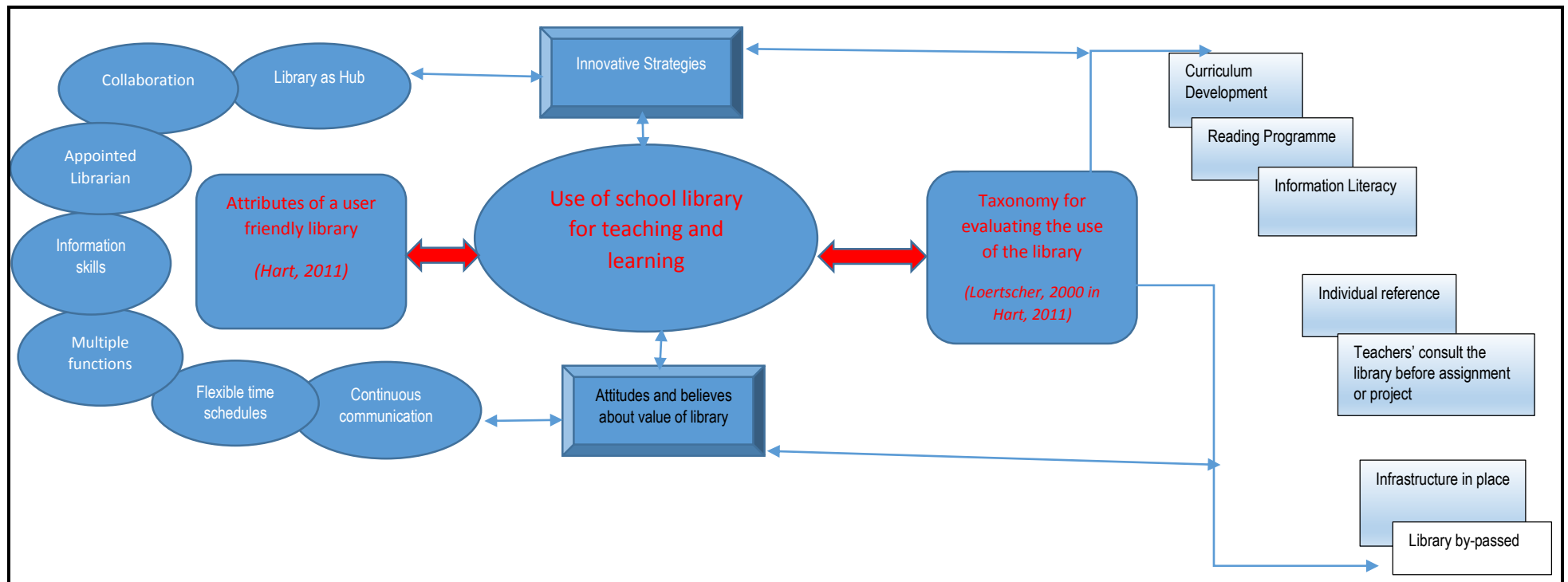
Research findings show the curriculum and library policies, the institutional factors and personal factors form a mosaic of factors that influence how and why FP teachers use the school library. FP teachers in the two participating schools were committed to the systems in place for the use of the school libraries. Hinton (2012) supports this finding in that institutional factors can raise motivation levels to get committed to the different schools’ visions. It is evident that the use of the school library is implicitly embedded in the visions of the two participating schools. The lack of a national school library policy does not seem to impact negatively on how the FP teachers in this study use their respective libraries. The fact that there is an organisational culture of reading and library use by both teachers and learners seems more important than a national policy. The personal cognitive and affective choices made by the teachers support the vision of the Department of Education (2010) of a teacher being a creator (in the sense of being creative), being a researcher and being a thinker.

A key finding from this study is that all the attributes of a user-friendly library as indicated by Hart (2011) together with the various levels on the taxonomy for evaluating a user friendly library (Loertscher, 2000 cited in Hart, 2011) informed how and why the FP teachers’ use the school library for teaching and learning purposes. Added dimensions from this study, are that firstly, the personal beliefs and attitudes of the FP teachers support their use of the library and secondly that teachers engage in innovative actions to ensure that the library operates as the hub of the school for both teachers and learners. The diagram below offers a schematic presentation of all the elements that support FP teachers’ use of their school libraries.

5.2.4. Summary of elements that supports FP teachers' use of their school library

Figure 10 Presentation of elements in theoretical framework that supports FP teachers' use of their school libraries

Figure 10 Presentation of elements in theoretical framework that supports FP teachers' use of their school libraries



5.3 Recommendations

Measures to support the use of school libraries for teaching and learning purposes:

This study highlighted interesting operational and teaching learning strategies used by FP teachers in these two specific primary schools as research contexts. To ensure continued active use of the library by the FP teachers the various stakeholders should consider the following:

1. Encourage the use of the school library by learners: assessments of assignments such as homework and projects can be integrated with how the library was used.
2. Encourage teachers to use the school library more often: ensure that resources (digital and print) are available and an atmosphere conducive to learning exists to satisfy the cognitive and personal needs of the teachers and learners.
3. Advertising of new materials in the school library: the school should develop a system where new books and resources in the FP are advertised for example on posters in an around the school premises and on the school communicator.
5. Get parents and other stakeholders involved: a book sharing system can be introduced and maintained. Book donations will also serve as a valuable action to ensure closer collaboration between the school and the community. Selected activities where stakeholders are invited can be held in the school library. In this way, the library is seen as an operational space and not just another facility.
5. The school management team should ensure training and development of all teachers on the use of the school library. The theories on the attributes of a user friendly library and taxonomy of evaluating the use of a library used in this study can serve as a starting point to develop insight into how to develop a school library to become a hub of a school.
6. Teacher education providers: library information should be included in all initial teacher education programmes to ensure that student teachers have the necessary knowledge on library use when they start teaching.

Further research possibilities:

The FP teachers in this study were aware of how digital media can detract attention from the school library but also how it can also support teaching and learning in the FP. Further research on the influence of a digital school library can provide deeper knowledge on developing information literate and digital library users to support teaching and learning.

This study did not include the role of the school management in the use of the library by FP teachers. Further research on the role of the school management team in establishing an organisational culture of library usage/integration in teaching and learning would be useful. This could include an evaluation of the school library based on the attributes of a user-friendly school library climate (Loertschers, 2000 cited in Hart, 2011).

This research study was limited to two urban schools with well resources libraries. Further research on the use of school libraries in other contexts such as rural and urban schools in South Africa would add value and to this topic.

5.4 Conclusion

The purposes of this study were to explore how and why FP teachers use the school library for teaching and learning. It also included the FP teachers' participants' perceptions of the school library with more focus on SA. This study was conducted with five FP teachers as participants in two urban primary schools with well-resourced libraries. As indicated in this study, a school library if used properly, should be the lifeline of the school that provides a space for knowledge production and skills development. An active library space ensures transformation as well as growth especially in the earlier years of schools. All children deserve to develop information literacy skills, library socialisation skills and reading skills. The relevant authorities should continue to strive for better provisioning, management and use of school libraries for children for the present and future generations to come in South Africa. As pointed out by Erikson & Markuson (2007) school libraries should be transformational, informational and formational spaces.

A human is shaped by another human being.

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LIST OF APPENDICES

Appendix 1: Instruments

*BIOGRAPHICAL QUESTIONNAIRE

Title of Study: “**A case study of foundation phase teachers’ perceptions and use of school libraries for teaching and learning in two primary schools in Durban**”.

Dear Research Participant

The purpose of this biographical questionnaire is to gather information regarding yourself as a participant in the study as well as your use of the school library for teaching and learning. The purpose of gaining in-depth knowledge of your personal and school situations will provide the necessary baseline information against which other data will be analysed. It will take approximately 30 to 45 minutes to complete the information.

Please note that the information you give here is strictly confidential and will be used for writing the research dissertation to meet the requirements of the Masters’ in Education degree. All names of persons and organisations will be substituted with pseudonyms to protect both the person’s confidentiality and anonymity. Your participation is voluntary and you are free to withdraw from the study at any stage and for any reason. Refusal to answer questions or withdrawal from this research project will in no way result in any form of discrimination or disadvantage.

All recorded data will be kept in a secure storeroom housed in the School of Education and will be disposed of (by incineration) five years after completion of this study.

Thank you

Ntasakira Rusangiza (M. Ed Student)

Please complete the following information:

Biographical information to be completed by all participants at commencement of data production phase (in written form)

Qualification(s)		
Where obtained		
Age (optional)		
Gender		
What grade do you teach in the FP at present?		
How many years have you been teaching?		
How many years have you been teaching in your present grade?		
Are you teaching the phase/subject fields that you were trained for? Explain by giving details.		
Do you have any type of training in the use of a library? If yes, please provide details.		

Do you use the library for teaching and learning purposes? Provide details.	
--	--

Thank you for taking the time to complete this questionnaire.

*INDIVIDUAL SEMI-STRUCTURED INTERVIEW SCHEDULE

Title of Study: “A case study of foundation phase teachers’ perceptions and use of school libraries for teaching and learning in two primary schools in Durban”.

Dear Research Participant

The main purpose of this interview schedule is to gather relevant information, which will give a broader understanding on how Foundation Phase teachers perceive (view) and use school libraries for teaching and learning purposes. The interview as a face-to-face session will provide a platform for discussion around this topic.

You will not be obligated to answer questions that make you feel uncomfortable or those which you are unwilling to respond to, due to personal reasons. Recording tools that will be used to collect the information will be a note pad, and with your approval, a digital voice recorder will also be used. The interview will be approximately one hour long and will focus on three key questions used for the research study (see below).

Please note that the information you give here is strictly confidential and will be used for the purpose of writing the research dissertation to meet the requirements of the Masters' in Education degree. All names of persons and organisations will be substituted with pseudonyms to protect both the person's confidentiality and anonymity. Your participation is voluntary and you are free to withdraw from the study at any stage and for any reason. Refusal to answer questions or withdrawal from this research project will in no way result in any form of discrimination or disadvantage. All the data that will be collected will be used for my dissertation and possible publication in an academic journal. You will be given an opportunity to read and comment on the transcribed data to ensure accuracy.

All recorded data will be kept in a secure storeroom housed in the School of Education and will be disposed of (by incineration) five years after completion of this study.

Thank you

CRITICAL QUESTIONS:

1. What are Foundation Phase teachers' perceptions of the use of school libraries?
2. How do Foundation Phase teachers use school libraries for teaching and learning?
3. What influences their use of school libraries?

Focus on critical questions 1 and 2: Views and use of the school library

1. What is your view on school libraries in South Africa?
2. What is your view on FP teachers' use of school libraries in South Africa?
3. What is your view of the school library in your specific school?
4. Do you have any training in using the library? Explain.
5. Do you use your school library?
 - a. If you do use the school library, explain how, how often and for what purposes you use the library. What motivates you to use the school library?
 - b. If you do not use the school library, give reasons.
6. What is your view of the link between the CAPS documents for FP phase and the school library?
7. Is there any planned time for library use by learners and/or teachers? If, so when and for what purposes?
8. How do you think learners experience the use of your school library?

Focus on critical question 3: Influence on the use of the school library

1. What factors influence how you and/or your learners use the school library? Also explain how such factors influence the use of the library?
2. Do you collaborate with other teachers in the FP in how to use the school library for teaching and learning? Explain.
3. Does the school have a librarian? Is the person trained as a librarian?
4. Is there a set time for library use? Explain.
5. How does the library fit into the schools' organisational structures

*FOCUS GROUP INTERVIEW ARTEFACT ACTIVITY

Title of Study: **“A case study of foundation phase teacher’s perceptions and use of school libraries for teaching and learning in two primary schools in Durban”.**

Dear Teacher

The purpose of this focus group discussion is to gather in-depth information through a critical discussion with you, your peers and me as the researcher. This conversation is intended to shed light on your views and use of the school library as a FP teacher.

You are required to bring your artefact to this session. The details of the artefact activity will be discussed with you at the end of the individual interview. Also refer to the instructions for this activity below. During the focus group discussion, you are invited to present your artefact to the group of participant teachers and submit a one page description of why you selected the specific artefact. This focus group interview will also provide an open space for discussion to share your experiences and views on the use of the school library for teaching and learning purposes.

The focus group discussion will take approximately **2 to 2.5 hours and will only be recorded using a digital audio recorder if you all give me permission to do so.**

Please note that the information you give here is strictly confidential and will be used for the purpose of writing the research dissertation to meet the requirements of the Masters’ in Education degree. All names of person and organization will be substituted with pseudonyms to protect the confidentiality and anonymity of all participants. Your participation is voluntary and you are free to withdraw from the study at any stage and for any reason. Refusal to answer questions or withdrawal from this research project will in no way result in any form of discrimination or disadvantage.

All recorded data will be kept in a secure storeroom housed in the School of Education and will be disposed of (by incineration) five years after completion of this study.

Thank you

Ntasakira Rusangiza (M. Ed Student)

The artefact activity for focus group interview

USES OF THE SCHOOL LIBRARY

(Adapted from, Samaras, 2011, pp. 105-106)

BACKGROUND INFORMATION

Artefacts (objects) play a very significant role in capturing moments of the past and present. They are of great value and can often promote different kinds of memories, information and emotions. We can use an artefact as a tool to prompt our inner or private speech of a memory and to take it outward to an audience for feedback and support. It can be anything, e.g., an object such as book or a picture, concrete or abstract.

For example, in Cole (2011):

"The object Kelly chose to represent an element of her teaching philosophy was a book titled Visual Mathematics. She reflected upon her memories of herself as a math student who was not very confident in her abilities.

However, Kelly was able to identify the moment that served as a turning point in her self-concept as a math student." (p. 229)

"Cathy's object was a tall model rocket. Her face lit up as she produced the item, and she kept her hand on the rocket as she explained why she chose it to represent her teaching philosophy. Placing it in the centre of the table with care, she spoke nostalgically about the year she built the rocket." (p. 229)

"Mary's object was a handmade 'friendship bracelet' made of multiple coloured pieces of yarn. She drew upon a series of memories as she explained the significance of the bracelet." (p. 230)

Reference: Samaras, A.P. 2011. *Self-Study Teacher Research. Improving your practice through collaborative inquiry.* California: Sage.

INSTRUCTIONS

SELECT AN ARTEFACT THAT REPRESENTS THE USE OF THE SCHOOL LIBRARY BY YOU AS A FP TEACHER AND/OR YOUR LEARNERS’.

(The ‘use’ can be viewed as enabling (positive, beneficial) and or constraining (negative, detrimental)

Consider the *suggested* prompts for talking about your research artefact to our FOCUS group:

- Bring the artefact along to the presentation or bring a drawing or photo of the artefact.
- Provide a written description of the artefact.

- Explain why you chose this object.
- Think of a heading/title that captures your work as represented in the artefact.
- Share what the artefact represents or symbolizes about the use of your school library for teaching and learning purposes?
- What is the time period of this artefact?
- Does culture (habits and practices) play a role in this artefact?
Are there others involved in this artefact memory? What role do they play? What is their influence on your thinking? Do they see things the way you do?
- Express an emotion that this artefact elicits for you. Describe where that emotion generates from and might extend to in your teaching. Be descriptive.

***OBSERVATION SCHEDULE**

Title of Study: “A case study of foundation phase teachers’ perceptions and use of school libraries for teaching and learning in two primary schools in Durban”.

OBSERVATION MARKERS

While the researcher is in the school he will visit the library for one or two days during times that FP learners engage in library activities. If there is a fixed time table for teaching and learning activities in the library, the researcher will ask permission from the principal and teacher(s) to engage in observation. The purpose of this observation is to gather information on how and for what purposes the library is used. Observations will be recorded using field notes by the researcher.

Appendix 2: Letter of consent to the principals

Dear Principal

Letter of consent to participate in a research study

My name is Ntasakira Rusangiza and I am currently studying towards a Masters of Education (M.Ed) degree at the University of Kwa-Zulu Natal (UKZN). It is required of me to complete a research dissertation by the end of this year as part of the course work Masters’.

You are being invited to consider participating in a study that involves research. The title of my study is **“A case study of foundation phase teacher perceptions and use of school libraries for teaching and learning in two primary schools in Durban”**. The main purpose of the study is to explore the views of the foundation phase (FP) teachers on the use of the school libraries. Furthermore this study will explore how FP teachers use the school libraries for teaching and learning purposes. I hereby request your approval to enter the school premises to observe activities in the library as well as interview three of your FP teachers as participants in my MEd research study. The data production will depend on your approval and the approval of the three teacher participants. In case you agree to participate in this study, the selected teacher participants that teach in grades one to three will be required to complete a biographical questionnaire, participate in a semi-structured individual interview as well as focus group interview. All the interviews will be conducted outside of the normal school time. The participants will be notified in advance of the exact date and time for the scheduled interviews. The data for both interviews will be audio-recorded using a digital device and then transferred to typed transcripts. Approval for audio-recording will be requested from the participants.

The methods of data collection include:

Activity	Estimated time allocation	Proposed time frame	Format of data collection
Structured biographical questionnaire	1 hour	April	Written
Individual semi-structured interview	1 hour	April – May	Digital audio recorder & Written

Focus group interview Artefact activity and group discussion	2,5 hours	April – May	Digital audio recorded & Written
Observation of library and use by researcher	1 – 2 days	May	Written field notes by researcher

The data will be used for the writing of a Master dissertation. The findings of the research may have implications for teacher education and professional development. Permission is also requested from you for the publication of the findings in the form of research reports, conference presentations and publication in research journals. Your anonymities in terms of your responses, evidence and documentation used in the research will be guaranteed. Records of the data transcriptions will be given to the participants for commenting to ensure the study is trustworthy. Your participation is voluntary and you are free to withdraw from the study at any stage and for any reason. Refusal to answer questions or withdrawal from this research project will not dispose any form of discrimination or disadvantage. Data produced during the research process will be kept in a secure locked storeroom housed in the School of Education and will be disposed (by incineration) of after five years of completion of this study.

There are no direct benefits to participants for participating in this study. However, I believe that teachers will benefit greatly in terms of gaining more knowledge and understanding about the views of FP teachers' regarding the use of school libraries and how the teachers actually use the libraries and for what purposes. Such insights could contribute to better preparation of teachers for library use.

In the event of any problems or concerns/questions you may contact the researcher, supervisor or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

Mr Ntasakira Rusangiza (Master student)

Details of the researchers:

Name of researcher	Portfolio	Position	Contact details
Mr. Ntasakira Rusangiza	Master student	Student	0739003921 rmiche2010@gmail.com
Dr. Marinda Swart	Supervisor School of Education UKZN	Lecturer in Teacher Development Studies	0312603489 0823563234 swartm1@ukzn.ac.za

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Tel: 27 31 2604557- Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Appendix 3: Letter of consent to participants

DECLARATION OF CONSENT

CONSENT (Edit as required)

I (Name) have been informed about the study entitled **Foundation phase teachers use of school libraries for teaching and learning at two primary schools in Durban**”.

by Mr Ntasakira Rusangiza

I understand the purpose and procedures of the study.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher or the supervisor.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview / focus group discussion	YES / NO
Video-record my interview / focus group discussion	YES / NO
Use of my photographs for research purposes	YES / NO

Signature of Participant

Date

School stamp:

Details of the researchers:

Name of researcher	Portfolio	Position	Contact details
MR. Ntasakira Rusangiza	Master student	Student at UKZN	0739003921/e-mail: rmiche2010@gmail.com
Dr Miranda Swart	Supervisor	Senior lecturer in professional development and Education/UKZN	UKZN School of Education Office G321 Main Tutorial Building Edgewood campus Contact details: 031 260 3489/ 082 356 3234 Swartm1@ukzn.ac.za

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Appendix 4: Ethical clearance



20 April 2015

Mr Ntasekira Rusangiza 203512336
School of Education
Edgewood Campus

Dear Mr Rusangiza

Protocol reference number: HSS/0228/015M

Project title: A case study of Foundation Phase teachers' perceptions and use of school libraries for teaching and learning in two primary schools in Durban

Full Approval - Expedited Application

In response to your application received on 24 March 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Sheruka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr Marlinda Swart
Cc Academic Leader Research: Professor P Morojele
Cc School Administrator: Ms T Khumalo

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Website: www.ukzn.ac.za



100 YEARS OF ACADEMIC EXCELLENCE

Forming Campuses: Durban Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix 5: Proof of language editing

Angela Bryan & Associates

6 La Vigna
Plantations
47 Shongweni Road
Hillcrest

Date: 24 November 2016

To whom it may concern

This is to certify that the Masters Dissertation: A Case Study of Foundation Phase Teachers' Perceptions and use of School Libraries for Teaching and Learning in Two Primary Schools in Durban written by Michel R Ntasakira has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

Angela Bryan

angelakirbybryan@gmail.com

0832983312

